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ABSTRACT

In September 1980, the Board of Education of the City of Chicago and the U.S. Department of Justice signed a consent degree that committed the board to the development of a comprehensive student desegregation plan to remedy the effects of past segregation on Black and Hispanic students. To fulfill the goals of the Chicago Desegregation Plan, educational initiatives have been established in elementary and high schools, including specialty programs in racially identifiable schools. This program guide aims to assist in the organization, implementation, and improvement of the Dual Language Immersion Program, which uses both English and another language as the medium of instruction in the elementary school. While continuing development in their native language through the general program of instruction, both limited-English-proficient (LEP) and monolingual (English-speaking) students have the opportunity to acquire the basic skills of interpersonal communication in the second language. This guide describes the Spanish/English program at three magnet schools. It includes instructional goals, objectives, suggested activities, and assessments at beginner, intermediate, and advanced levels. A chapter on cross-cultural competency is also included. Appendices contain program model descriptions, a glossary, a resource directory, and an annotated bibliography of recommended student texts. Contains 26 references. (LB)

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DUAL LANGUAGE IMMERSION

Elementary School

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CHICAGO PUBLIC SCHOOLS

PROGRAM MODELS

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DUAL LANGUAGE IMMERSION PROGRAM MODELS

ELEMENTARY SCHOOL

TED D. KIMBROUGH
General Superintendent of Schools

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CITY OF CHICAGO

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Mission Statement

The mission of the Board of Education of the City of Chicago is to ensure that the Chicago Public Schools educates the children of the city to their fullest potential as individuals so that they may be productive members of society.

Graduates of the Chicago Public Schools should be qualified to

- Become responsible and informed citizens
- Earn a living wage through employment or entrepreneurship
- Pursue additional education or career training

Guiding Principles on School Reform

1. All children can learn, given the proper school environment.

2. The purpose of the Chicago Public Schools is the education of the whole child. The schoolhouse is the center of this educational process. Each school is unique and functions as an individual entity.

3. The principal and teachers of a school, in cooperation with the parents and community, know best the potential and needs of their students and are, therefore, the best suited to direct the educational course of their school.

4. The role of all nonclassroom personnel of the Chicago Public Schools is one of support to the schoolhouse.

5. The first priority for the allocation of all resources, both financial and human, within the Chicago Public Schools is the education of the whole child.

6. The multiracial, multicultural, multilingual makeup of the Chicago Public Schools student body is an asset and a resource for enriching the lives of all students.

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PREFACE

In September 1980, the Board of Education of the City of Chicago and the United States Department of Justice signed a Consent Decree which committed the Board to the development of a comprehensive student desegregation plan which would "remedy the effects of past segregation on black and Hispanic students."

The Chicago Desegregation Plan, designed to increase educational opportunity through a voluntary student transfer program, was required to have two major goals: (1) establishment of the greatest practicable number of stably desegregated schools and (2) the provision for compensatory educational programs for schools which remain racially identifiable.

In an effort to fulfill the goals of the Plan, educational initiatives have been established in elementary and high schools throughout the city and include magnet schools and magnet programs in integrated/ desegregated schools, community academies, and specialty programs in racially identifiable schools. These programs are designed to meet the diverse needs and interests of students.

This program guide illustrates the variety of challenging and exciting educational programs available to students citywide and defines curriculum characteristics unique to specific magnet school programs. Students participating in these programs are provided the general program of instruction with concentration in the specialized subject areas.

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INTRODUCTION

The ability to communicate in a second language is an asset in our multilingual, multicultural world. Many students in the Chicago public schools come from diverse cultural and linguistic backgrounds. These students are provided with bilingual education programs that follow federal, state, and local guidelines regarding instructional programs for limited-English-proficient students. Students who speak only English are also given the opportunity to acquire a second language.

The purpose of this guide is to assist in the organization, implementation, and improvement of the Dual Language Immersion Program, a unique program that uses both English and another language as mediums of instruction in the elementary school. While continuing development in their native language through the general program of instruction, both limited-English-proficient and monolingual (English-speaking) students will have the opportunity to acquire the basic skills of interpersonal communication in the second language.

This guide describes the Dual Language Immersion Programs (Spanish and English) at three magnet schools. It includes instructional goals, objectives, suggested activities, assessments, and an appendix. These may be adapted to meet the needs of the student population as well as the needs of the community. Students participating in this program are provided with the general program of instruction. Instruction in the content areas is given in Spanish and English.

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PROGRAM DESCRIPTION

The Dual Language Immersion Program is a combination and extension of existing bilingual education programs. It is correlated to the descriptions and goals of the Transitional and Maintenance Bilingual Education Programs for the purpose of developing and maintaining language arts skills for all students in both languages. (For models of the Dual Language Immersion Program, see the appendix.)

Types of Bilingual Education Programs

Transitional Bilingual Education Program (TBE)

Transitional Bilingual Education programs provide educational assistance to limited-English-proficient students through instruction in their native language, culture, and English as a Second Language. Limited-English-proficient students receive content-area instruction at grade level in their native language until they speak and understand English well enough to receive instruction in English.

The goal of TBE is to prepare students to participate in the general program of instruction in English. This goal is achieved by providing instruction in the content areas in the native language, by increasing proficiency in English, by developing language arts skill in the native language, and by fostering an understanding of the cultures of both language groups.

Maintenance Bilingual Education Program (MBE)

In addition to the goals of TBE, Maintenance Bilingual Education Programs provide the opportunity for the limited-English-proficient students and bilingual students to continue to develop their native language through the general program of instruction.

The goal of the MBE is to develop and maintain the student's English-speaking skills as well as those of the native language, thus enabling the student to participate in the general program of instruction in both languages.

Dual Language Immersion Program (DLI)

In addition to the goals of the TBE and MBE programs, the Dual Language Immersion Program provides students who speak only English with the opportunity to develop a second language. Dual Language Immersion Programs are also described under such titles as Developmental Bilingual, Interlocking Bilingual, Two-Way Bilingual Immersion, Bilingual Immersion, Two-Way Language Immersion, and Back-to-Back Language Programs.

The DLI program, as described in Kathryn J. Lindholm's *Directory of Bilingual Immersion Programs: Two-Way Bilingual Education for Language Minority and Majority Students* "essentially involves some form of dual language immersion, where the non-English language is used for at least fifty percent of the students' instructional day; the program involves periods of instruction where only one language is used; both English and non-English speakers (preferably in balanced numbers) are participants; and the students are integrated for all content instruction."[1]

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[1] Kathryn J. Lindholm, *Directory of Bilingual Immersion Programs: Two-Way Bilingual Education for Language Minority and Majority Students* (Los Angeles, Calif.: Center for Language Education and Research, 1987) p.5.

The goal of the DLI program is to develop and maintain language arts skills in both languages as well as foster an understanding of cultures.

The Dual Language Immersion Program has been implemented in three Chicago public schools. Their programs, although similar, were developed and tailored to meet their individual needs.

Inter-American Magnet School opened in 1975 through the initiative of Spanish and English-speaking parents. The school provides English language arts and Spanish language arts to all students from preschool through eighth grade as well as content-area instruction in both languages, with an emphasis on the study of the cultures of the Americas.

Kanoon Magnet and Sabin Magnet schools, founded at later dates, are based on the same model. Each school reflects the needs of the community it serves as well as its student population.

Sabin Magnet School provides instruction of Spanish as a Second Language for monolingual English-speaking students and limited-Spanish-proficient students. In the primary grades, all students benefit from content-area instruction in both languages. Limited-English-proficient students at all grade levels receive content-area instruction in Spanish in addition to English as a Second Language. Focusing on the need to develop critical thinking and problem-solving skills in all students, classroom instruction in both languages is complemented by work in mathematics, science, and computer laboratories using both languages. In the classroom, the development of these skills is addressed by the implementation of the principles of the Paideia Proposal.

Like Sabin, Kanoon Magnet School provides instruction of Spanish as a Second Language and English as a Second Language for all students at levels appropriate to their abilities. In keeping with the holistic approach to education, Kanoon's International Studies program integrates four components: international studies, cultural arts, multicultural music, and multicultural literature. Students also participate in numerous extracurricular activities in the second language.

The programs at these three schools provide students with continued development of Spanish language arts even after proficiency in English has been attained.

Special features found at these schools include:

- early childhood language exposure
- full-day kindergarten
- classes in English Language Arts (ELA) and in Spanish Language Arts (SLA)
- classes in English as a Second Language (ESL) and Spanish as a Second Language (SSL)
- subjects taught in English, subjects taught in Spanish, and subjects taught in both languages
- contests, such as the Academic Olympics, in both English and Spanish
- team teaching at different levels
- a caring, cooperative school climate that promotes the affective, social, and cognitive development of each student

articulation with the foreign language departments in Chicago public high schools

an integrated art, music, and international studies program

parent tutors and speakers in both languages

parallel textbooks in Spanish and English for social studies, science, mathematics, and reading

opportunities for cultural exchanges both in Chicago and abroad

special cultural events, such as Bilingual Career Day, Immersion Day, and African-American History month

active parental involvement in school activities

state certified bilingual teachers, at all grade levels

selection of teachers through position advertising, visitation, and interviews conducted by parents and staff

auxiliary personnel for small group instruction, music, art, computer science, and international studies

INTERFACE WITH THE CORE CURRICULUM

The instructional program of the Dual Language Immersion Program is correlated to the instructional objectives of the core curriculum. Bilingual subject-area specialists are responsible for instruction in both languages. To enhance the total instructional program, dialogue and coordination of effort between bilingual classroom teachers, administrators, and ancillary personnel is necessary.

The strategies for developing and implementing an interfaced dual language instructional program include the following:

providing professional planning time for all teachers to plan and implement integrated instruction

providing staff development for educators in existing programs and for those initiating a dual language program

determining areas of subject commonality and developing strategies for implementing cooperative teaching programs

planning assemblies, exhibits, field trips, audio-visual programs, and lectures by guest speakers that correlate with several subject areas

planning and implementing school immersion activities that coalesce both languages with the core curriculum studies

planning and participating in local, regional, and national language competitions

planning enrichment activities, such as home stays, language camps, travel abroad, and student exchange programs

encouraging classroom discussions and analyses that highlight languages, cross-cultural awareness, and global understanding

developing analytical and problem-solving skills through the infusion of critical thinking skills into the instructional program

ARTICULATION

Articulation connects curriculum, instruction, and evaluation from classroom to classroom, grade level to grade level, and school to school. The purpose of articulation activities is to help each student feel at ease in a new setting, ensure that each student receives appropriate placement, and assist each student in making appropriate decisions concerning educational goals. This is accomplished by standardizing course content, exposing students to information needed for continuous progress in the language, validating the goals and objectives for the course of study at each level, and developing and implementing an assessment program.

The following activities and responsibilities are suggested to assist school personnel in planning for the smooth transition and adjustment of students.

Initial School Entry (Preschool/Kindergarten)

To provide an easy transition from home to school for incoming students, schools may wish to meet with parents prior to the student's entry to school. The philosophy, expectations, and description of the dual language immersion program are explained to the parents at this meeting.

Transition from Kindergarten To Primary, Intermediate, and Upper Grades

Planning meetings for kindergarten, primary, intermediate, and upper grade teachers should be scheduled to ensure that activities are continuous; individual assessment is ongoing; information regarding health problems, unusual talents, and special interests is exchanged; and records are complete and up-to-date.

Meetings to inform and involve parents of students in the Dual Language Immersion Program are on-going to explain how the program affects students at different stages of development.

Transition from Elementary to High School Program

Special emphasis should be placed on the articulation program for dual language students entering high schools. Continuity is a major principle in language instruction. It is essential that elementary students continue their study of a language without duplication or interruption. They may choose magnet high school language centers that offer advanced level courses, bilingual high schools, or other secondary schools. Appropriate placement is based upon providing a continuous curriculum suitable to the students' abilities, achievements, interests, and goals. To help facilitate the transition from elementary school to the secondary school, counselors, and foreign language teachers may do the following:

discuss the differences between magnet high school language and bilingual centers and other programs

discuss academic achievement, placement, and program options

relate course choices to educational and occupational goals

acquaint students with the vocabulary used in the secondary school

class rank	grade point average	semester
course	prerequisite	sequence
elective	requirements	units of credit

show students and parents a film depicting the secondary school atmosphere

invite speakers from the participating secondary schools in which the students are interested

arrange to have former students of a dual language immersion program who are now in high school visit the elementary school to describe high school programs and activities and answer the students' questions.

review opportunities for students with special talents and interests

plan a Parent-Information Day

invite secondary school counselors to the feeder elementary dual language immersion school to discuss anticipated new experiences with the students

discuss the ways in which the students might participate in extracurricular activities

plan field trips to selected high schools

distribute and discuss the secondary school student handbook or fact sheet which explains school rules and regulations

Staff Responsibilities

To ensure a smooth transition to the high school, the Department of Language and Cultural Education provides the following recommendations for staff in the elementary and secondary schools.

Elementary Counselors. Elementary counselors will inform students of language program options--language academies, international studies, bilingual centers, and magnet schools. Elementary counselors should also do the following:

contact the Department of Language and Cultural Education to arrange proficiency testing for eighth grade students at the end of the first semester of eighth grade and to obtain articulation forms (See the appendix, page 179, for "Report and Recommendation(s) for the Elementary School Foreign Language Program.")

record proficiency test scores in cumulative folders

explain to the elementary student that some high schools administer in-house placement tests

obtain articulation forms from elementary school foreign language teachers

make sure that the articulation forms are placed in cumulative folders

advise elementary students to continue studying the same foreign language during high school

High School Counselors. It is recommended that high school counselors help each student achieve a smooth transition from the elementary school language program to the high school program. It is also recommended that high school counselors do the following:

obtain cumulative folders with articulation forms from the elementary school counselors

forward articulation forms to the department chairperson for recommendations regarding placement

obtain scores from proficiency and/or placement tests and contact the department chairperson and/or foreign language teachers to assist with student placements

record credit on the Official Record and Transcript (Form H1-116 R) under the section "Optional Exams Passed" and place the form in the Envelope for Student's Records (Form H1 115-A) (No credit is given for in-house placement tests.)

program students in the appropriate year and level

advise students of college entrance requirements--minimum of two years of the same language for most state schools and up to four years for highly competitive schools and universities with special programs

Elementary School Teachers and High School Department Chairpersons. It is recommended that the elementary school teachers and the high school department chairpersons do the following:

promote articulation between high school and elementary programs

arrange and coordinate proficiency testing in the high school and with the feeder schools

record credit on the Official Record and Transcript (Form H1-116R) under the section "Optional Exams Passed" and place the form in the Envelope for Student's Records (Form H1 115-A)

organize meetings and inservice workshops at the local level

assist in program development

facilitate communication among teachers, administrators, and the Department of Language and Cultural Education

PROGRAM COMPONENTS

Personnel

Successful implementation of a dual language immersion model program depends upon effective leadership and administration, a capable bilingual teaching and support staff, and active parent and community support. These three major components should work cohesively to ensure the delivery of a quality dual language immersion program.

Administration and Support

The general superintendent, central office support staff, and the district superintendent oversee the operation of a school system. They promote and encourage dual language immersion programs as a means of attaining a systemwide goal, as stated in the *Chicago Public Schools Systemwide Educational Reform Goals and Objectives Plan, 1989-1990,* of "preparing students for the international marketplace through increased mastery of languages and understanding of the world's cultures."

The school principal is the instructional leader and is responsible for day-to-day operations. The principal shares decision-making powers with the Local School Council, an elected group of parents, teachers, and community members. Their involvement in and commitment to native language maintenance, second language acquisition, and cultural awareness is basic to the effectiveness of the program.

A Bilingual Advisory Committee acts in a consultative role to the principal and the Local School Council in those issues which affect the limited-English-proficient (LEP) student population within the school. Teachers, parents of LEP students, and community members are represented in this group.

Instruction

The instructional team is made up of teachers, teacher aides, tutors, and classroom volunteers. Well-qualified teachers, proficient in both Spanish and English, are indispensable to this model. Teachers proficient only in English can also be employed to teach those subjects taught exclusively in English.

Bilingual teacher aides, tutors, and classroom volunteers support, extend, and enrich the instructional program of the professional teacher.

A Professional Personnel Advisory Committee (PPAC) acts in a consultative role in all matters related to instruction and the school environment. The PPAC is made up exclusively of teachers.

Qualifications of Personnel

Qualifications of a school principal for a dual language immersion school may include:

- sensitivity to and an awareness of bilingual and dual language immersion programs
- demonstrated proficiency in Spanish and in English
- knowledge of current methodologies in first and second language acquisition
- experience with multicultural parent and student populations

Qualifications of a bilingual teacher may include:

- demonstrated proficiency in teaching content-area subjects and language arts in Spanish and in English
- knowledge of current methodologies in first and second language acquisition

- previous experience in bilingual education programs
- multicultural sensitivity and appreciation
- participation in local, regional, and national professional development meetings and conferences
- talents and/or skills in other areas to facilitate the development of immersion activities

Special Functions of the Administrative and Instructional Team

In addition to overseeing and implementing the basic school program and meeting general curricular requirements, personnel of the dual language school cooperate in the following:

planning and implementing the Dual Language Immersion Instructional Program

planning and implementing designs for student recruitment and enrollment, community and parent involvement, articulation with receiving elementary and high schools, and interfacing the language program with the general program of instruction

recruiting and supporting qualified bilingual instructors and language specialists

monitoring the success of the program

promoting and publicizing the school's special language programs in the community

recognizing student achievement

identifying sources and securing funding for the language program

coordinating the involvement of ethnic communities with the language program

arranging for the upgrading and updating of facilities, equipment, and instructional materials for the language program

arranging and assisting in providing staff development opportunities

Facilities, Equipment, and Materials

The instructional program in an effective Dual Language Immersion Program is enhanced by an atmosphere that reflects the languages taught in the school. A quality program is also advanced by the availability and utilization of electronic equipment and current instructional materials.

Facilities

The elementary dual language immersion program should reflect the languages and cultures taught in the school. Suggestions for doing so include the following:

have staff members use both languages to greet visitors

decorate hallways, offices, and classrooms with cultural items

display students' class projects

print signs, bulletins, and newsletters in both languages

use both languages when making announcements from the main office

conduct conversations on school grounds in both languages

converse and sing songs in both languages on buses and on field trips

celebrate ethnic holidays and serve ethnic meals in the cafeteria

Equipment

The use of electronic equipment in the instruction of second languages provides enrichment, reinforcement, remediation, variety, and stimulation for the students. The well-equipped dual language immersion classroom includes the following items:

- audio tape recorders
- charts, posters, and maps
- computers
- film and slide projectors
- language laboratories
- overhead projectors
- radios
- record players
- televisions
- video recorders, players, and cassettes

Materials

In addition to bilingual textbooks, supplementary materials include the following:

- computer software
- costumes
- magnetic illustrations
- manipulatives
- posters
- puppets
- puzzles
- readers
- realia
- records and cassettes
- transparencies
- video films, filmstrips, and movies
- workbooks

Student Enrollment

Applications are accepted from all students who wish to attend the Dual Language Immersion Program. As designated in the *Annual Desegregation Review--Part I: Student Assignment,* students are enrolled in accordance with the action for the specific school to increase the number of students participating in desegregated learning environments or to stabilize racial composition.

Community Involvement

Community involvement is an integral component of a Dual Language Immersion Program and contributes to its effectiveness and continuation. Students attending the school are recruited citywide; therefore, the community encompasses the city at large as well as the local community. Resources available include parent groups, churches, local businesses, corporations, cultural agencies, neighborhood organizations, and institutions of higher learning.

Communities may advance and support the dual language immersion program in the following ways:

publicizing and promoting the program and activities

recruiting students and additional community involvement

raising and investing funds

assisting in instruction

providing tutoring

providing input to developing curriculum

participating in staff selection

providing information on career opportunities

participating in dual language career-day programs

providing space for cultural fairs and exhibits of school projects

sponsoring exchange programs and trips abroad

Parent Involvement

Parental involvement in the elementary magnet Dual Language Immersion Program benefits the students as well as the instructional program. It demonstrates support of the students' efforts, advances an interest in language learning, increases a sensitivity to different cultures, and promotes communication among members of the classroom, school, home, and community.

Effective parental involvement may include

- planning and implementing extracurricular activities
- providing input concerning program design
- providing tutoring and informal counseling
- providing opportunities for career awareness
- serving as resources for language- and culture-related activities
- providing assistance in acquiring supplemental funds
- assisting with program evaluation
- assisting in the implementation of travel and exchange programs
- serving as chaperones for field trips and travel abroad
- hosting children in exchange programs
- participating in PTA, Local School Council, and the Bilingual Advisory Committee
- supporting school procedures and homework policies
- learning the second language with the child

Homework

Homework should be assigned regularly, be reasonable and meaningful, and reflect the objectives of the instructional program. Homework assignments should be based upon classroom instructional activities, be clearly understood by students, and serve as motivation for further learning. Parents should be given an overview of the school's homework policy as well as the homework expectations of the individual classroom teacher.

Generally, the purpose of homework assignments is to

- provide reinforcement, practice, application, and enrichment of that which is learned in class
- prepare the students for class participation
- develop independent and responsible work and study habits
- develop creativity
- develop reasoning skills
- extend learning activities beyond school hours
- provide opportunities for the students to gain experience in utilization of outside resources
- foster a closer relationship between home and school
- provide for positive parental involvement in the students' education

TEACHING STRATEGIES

Extending the Cultural Island

Signs of the cultures of countries where the second language is spoken abound in the dual language immersion school. This emphasis throughout the school plays a major role in the immersion techniques used to facilitate the students' acquisition of the second language.

The environment assists the students in developing the cultural sensitivity and understanding of the values and traditions of the societies in which the second language is spoken as well as many opportunities for using the language in meaningful situations.

The school is decorated with objects, made commercially or by teachers or students, such as the following:

- pictures, posters, and signs
- calendars
- folk art
- displays, models, and dioramas
- art objects
- mobiles
- murals
- greeting cards
- flags
- maps
- clothing
- bulletin boards in both languages

Within the school, additional exposure to the language is provided through content-area instruction in the second language, announcements made over the public address system in both languages, assemblies featuring the music, poetry, drama, and dance of countries where the second language is spoken,

immersion days on which only the second language is used, and group work with native speakers of the second language.

Outside of the school, activities such as academic bowls and field trips to movie houses, theaters, and museums featuring performances or exhibits which use the second language further enhance the students' total language experience.

The Interdisciplinary Approach

The dual language immersion school provides a rich environment for the correlation of all other areas of the curriculum. Social studies topics include units which integrate the second language with the study of countries where that language is spoken.

Cultural arts units may be designed to complement the dual language program by providing instruction in the folk arts and customs of countries where the second language is spoken.

To extend the language arts curriculum, literary works from various cultures may be read in the second language or in translation.

In addition, topics which lend themselves to hands-on activities offer a natural opportunity for use of the second language as a means of instruction. Areas such as mathematics, science, and art provide many such opportunities.

Current Approaches and Trends in Second Language Acquisition

This listing of current trends in second language acquisition is included to inform teachers of recent theories in this area.

The Natural Approach and Monitor Theory

Stephen Krashen[1] hypothesizes that language is acquired in natural situations when meaningful communication is taking place. Knowledge of the rules enables the students to monitor language production. An ability to communicate and to monitor language production is attained through relevant, low-anxiety, and real-life activities.

The Total Physical Response

James Asher[2] proposes that listening and physically responding to commands should precede speaking. In the total physical response (TPR) experiments, Asher concludes that students speak better as a result of prior physical involvement.

Sheltered Instruction

Content-area instruction in which the language of instruction and the methodology are adapted to the student's level of proficiency in a classroom where both home and second language learners are present.

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[1] Stephen Krashen and Tracy Terrell, *The Natural Approach: Language Acquisition in the Classroom* (Hayward, Calif.: Alemany Press, 1983).

[2] James Asher, *Learning Another Language through Actions: The Complete Teacher's Guidebook* (Los Gatos, Calif.: Sky Oaks Production, 1983).

Communicative Competence

This theory of language learning defines communication as the ability to interact in a meaningful exchange of information. Sandra Savignon[3] outlines four areas of competence.

grammatical - the ability to learn and use structure
sociolinguistic - the ability to learn and use acceptable social behavior in a conversational situation
discourse - the ability to converse
strategic - the ability to improvise in conversational situations in which language knowledge is lacking

Immersion

The primary goal of the immersion technique is to teach such subject areas as fine arts, mathematics, geography, or science in the target language. The language becomes the means instead of the goal of instruction. The use of this approach is very appropriate for content-area instruction in a dual language program.

Global Education

Global education makes use of the language as means of exploring various cultural and social systems throughout the world and their interconnectedness. The approach supports interdisciplinary studies. It instills a sense of universality and tolerance for all the peoples of the world.

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[3] Sandra Savignon, *Communicative Competence: Theory and Classroom Practice* (Reading, Mass.: Addison Wesley Publishing Co., 1989).

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Confluent Education

This humanistic approach to language learning stresses the use of personal expression and feeling in the development of language skills. Activities center on the student's personal reactions and opinions in order to integrate both cognitive and affective aspects of language learning.

Cooperative Learning

David W. Johnson, Roger T. Johnson, and Edythe Johnson Holubec[4] hypothesize that all students are assured of mastering an assigned task when they work collaboratively in small groups. The five basic elements included in small cooperative group learning are:

positive interdependence
face-to-face interaction
individual accountability
collaborative and interpersonal skills
processing

The objective of having students communicate with each other can be realized through the cooperative group method. The groups usually consist of three or four students and may be formed on the basis of ability, interest, language ability, or type of activity. Group learning allows students maximum interaction and new ways of expression. The students are actively able to teach and help each other, to learn from their mistakes, to share in their own creativity, and to evaluate themselves.

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[4] David W. Johnson, Roger T. Johnson, and Edythe Johnson Holubec, *Circles of Learning: Cooperation in the Classroom* (Edina, Minn.: Interaction Book Company, 1986).

Learning Modalities

Learning modalities are sensory modes used to receive and process information. The four major modalities are visual, auditory, tactile, and kinesthetic. The teacher determines a student's preferred learning style and directs classroom instruction to all four modalities. The teacher also assesses his/her own preferred learning style because people tend to teach using their dominant modality. An awareness of the different learning styles provides the teacher and the students with a variety of instructional activities. Suggested techniques and materials addressing the four modalities are listed below:

Visual:	charts, pictures, flashcards, overhead transparencies, videos, films, textbooks, and other written materials
Auditory:	tapes, music, poetry, rhymes, dialogues, reading aloud and the lecture method
Tactile:	manipulatives, hand puppets, drawing, puzzles, models, and board games
Kinesthetic:	role-playing, pantomime, skits, tracing, and total physical response (TPR) activities

Individualized Instruction

Students work individually or in small groups, proceeding at their own pace.

In addition to these widely accepted approaches to teaching foreign languages, the following unique approaches emphasize the importance of a nonstressful, almost totally student-centered, and minimally teacher-directed classroom. This list is by no means exhaustive, and all methods included require extensive teacher inservice.

Counseling-Learning

Charles Curran[5] believes that stress produces barriers to language learning. In a classroom where this approach is being used, the students sit in a circle and raise their hands when they desire to communicate. The teacher listens and translates into the target language.

The Silent Way

Caleb Gattegno[6] hypothesizes that the teacher's role is to draw knowledge from the students. In the silent way classroom, color-coded objects are used to represent the basic sound of the language. As the students produce sounds, the teacher organizes them into intelligible utterances.

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[5] Charles Curran, *Counseling-Learning in Second Languages* (Apple River, Ill.: Apple River Press, 1976).

[6] Caleb Gattegno, *Teaching Foreign Languages in Schools: The Silent Way* (New York: Educational Solutions, Inc., 1972).

Suggestopedia

The Lozanov[7] method of suggestopedia involves the learner's unconscious mind. Material is presented orally in cadence with softly played music. The students may listen as long as they wish and may respond individually or collectively. The speed of learning and degrees of retention are greatly improved. This method attempts to reduce anxiety and to create a community of learners.

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[7] Georgi Lozanov, *Suggestology and Outlines of Suggestopedy* (New York: Gordon and Breach Science Publishers, Inc., 1978).

Techniques for Promoting Oral Proficiency

The goal of teaching for oral proficiency is to develop communicative competence. Communicative competence means functional use of the second language. According to the American Council on the Teaching of Foreign Languages (ACTFL)[8] guidelines, language proficiency is the ability to function effectively in the language in various real-life contexts.

In teaching for oral proficiency, the following techniques are used in daily lessons:

maximum use of the second language in classroom activities, such as routine instructions, discussion of familiar topics, role-playing, and dramatizations

minimum error correction during the communicative process

grouping to encourage more students to use the second language

presentation of material in a relevant context

creation of a learning environment that is nonthreatening and supportive of communication

In addition to building skills in the area of reading and writing, foreign language instruction should include activities requiring the use of language skills through active and communicative experiences such as those previously mentioned.

In the oral proficiency method of teaching a second language, it is imperative that class time be well planned. This calls for well-organized lesson plans.

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[8] American Council on the Teaching of Foreign Languages (ACTFL) Provisional Proficiency Guidelines (Hastings-on-Hudson, New York: ACTFL Materials Center, 1982).

Assessment

Evaluation serves as a means of appraising student progress as well as a way of monitoring the effectiveness of the teaching methods and techniques used. In a second-language class, testing provides the teacher with information on the student's mastery of recently taught skills and indicates the student's overall language proficiency at a given point in time.

The current focus on communication in second-language acquisition requires testing which will evaluate the student's communicative competence. To do so, test items are designed to measure communicative goals. According to Alice C. Omaggio[8], such test items require a design that will insert specific items of lexicon, grammar, sociolinguistic and discourse features that have been studied within the context in which they operate naturally. Rather than focusing on isolated sentence items, the emphasis is on inserting the features being studied in a situational context. In this way, the student can infer that it is important to know how and when to use certain features of the language within naturalistic discourse.

In testing the student's communicative ability in the second language, all four skills of language learning should be addressed. Test items should range from discrete-point formats to integrative and global ones. Integrative tests, such as cloze, dictation, and dialogue, assess functional language skills across the four areas.

In the area of listening, Omaggio suggests using test items which require the student to listen

for specific grammatical or lexical features
for more specific semantic information
for directions to understand a map or a diagram
to be able to choose a picture from a set of pictures

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[8] Alice C. Omaggio, *Teaching Language in Context: Proficiency-Oriented Instruction* (Boston, Mass. Heinle and Heinle, 1986).

to summarize in writing the content of a message given in the native language, choosing an appropriate title for the summary statement

In the area of speaking, it is essential to regularly assess the student's ability to communicate orally. Within the dual language classroom setting, teachers may use one or a combination of the following formats:

taped examinations
monologues
conversational exchanges
individual interviews
paired interviews

Similarly in reading, Omaggio suggests assessing the student's ability to

read for precise information
read for facts and make inferences
understand intentions
evaluate reading material and understand the main idea

Test formats for evaluating the student's achievement in writing range from items which require modeling of sentences to the writing of compositions in the second language. Writing assessments of beginning level students should be measured holistically to determine how well the students are able to communicate ideas. Simple dictations and model compositions may be used for this purpose. Intermediate and advanced level students should also be able to write as a means of communication. To assess their ability in this area, the following test formats are recommended:

sentence combining
variations of dictations
partial conversations
writing summaries
compositions

The measurement of the student's cross-cultural awareness is accomplished through formats such as the following:

- role-playing
- reacting to audio and videotaped interviews
- revising a dialogue to reflect cultural and linguistic characteristics
- responding to Socratic questions

BEGINNER LEVEL

The beginner level in a dual language immersion program spans kindergarten through eighth grade. It provides developmentally appropriate instruction for students beginning the study of a second language. The beginning goals and objectives for acquiring a second language are presented in this chapter.

Students in a dual language immersion program also receive language arts instruction in their home language (either English or Spanish) through the general program of instruction. Students take classes in English Language Arts or Spanish Language Arts at the appropriate grade level. This enables the students to develop communication skills and appreciate the literature of their native language. There are many commercially prepared materials available for language arts in Spanish as well as in English. All students are provided the opportunity to develop and maintain their home language while acquiring a second language. Depending upon the program model, students also receive content-area instruction in one or more subjects in the second language.

The goals, objectives, and activities presented in this chapter may be adapted to meet the needs of the students.

DUAL LANGUAGE IMMERSION PROGRAM **LEVEL: BEGINNER**

GOALS AND OBJECTIVES

GOAL 1: The student will show a desire to learn the second language.

GRADES	OBJECTIVES
PRESCHOOL-KINDERGARTEN FIRST AND SECOND	Respond positively to activities in the second language.
THIRD	Respond positively to activities in the second language.
	Identify reasons for learning the second language.
FOURTH-SIXTH	Participate in a variety of social and school-related activities.
	Identify reasons for learning the second language.
SEVENTH AND EIGHTH	Participate in a variety of social and school-related activities.
	Explain the importance of learning the second language.
	Identify reasons for learning a second language.

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GOALS AND OBJECTIVES

GOAL 2: The student will demonstrate an understanding of the second language by responding physically or verbally to questions and situations.

GRADES	OBJECTIVES
PRESCHOOL-KINDERGARTEN	Follow classroom routines and instructions.
	Respond to simple questions and requests, using actions or memorized phrases.
FIRST-SECOND	Follow classroom routines and instructions.
	Respond to simple questions and requests, using actions or memorized phrases.
	Demonstrate comprehension of simple conversations accompanied by visual clues.
THIRD	Use memorized phrases in response to questions and requests.
	Demonstrate comprehension of simple conversations and announcements based on cumulative vocabulary.
FOURTH-FIFTH	Respond to questions and requests, using cumulative vocabulary and memorized phrases.
	Understand the main idea of material presented orally.
SIXTH-EIGHTH	Interact with peers and adults in the second language.
	Understand the main idea of material presented orally.

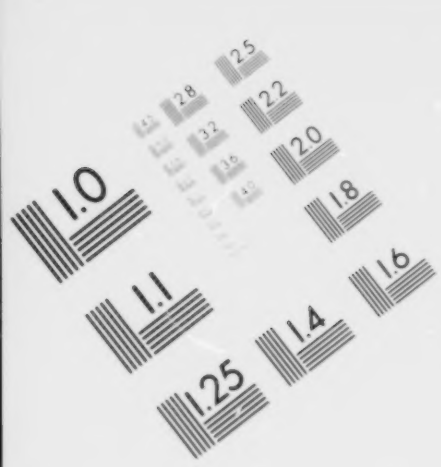
GOALS AND OBJECTIVES

GOAL 3: The student will read and write words and sentences which are within the student's receptive vocabulary.

GRADES	OBJECTIVES
FIRST	Recognize familiar name words in writing.
	Copy familiar words.
SECOND	Recognize familiar words.
	Copy words, phrases, and short sentences.
	Identify the letter of initial sounds in familiar words.
THIRD	Recognize familiar words and phrases in writing.
	Copy words, phrases, and short sentences.
	Write letters, syllables, and familiar words from dictation.
FOURTH AND FIFTH	Read familiar words and sentences.
	Use familiar vocabulary to construct sentences.
	Write familiar material from dictation.
SIXTH-EIGHTH	Read graded selections written in the second language.
	Compose paragraphs, using familiar vocabulary.
	Write familiar material from dictation.

GOAL 1: The student will show a desire to learn the second language.

OBJECTIVE	ACTIVITY	ASSESSMENT
Respond positively to activities in the second language.	Observe classroom activities which are accompanied by demonstrations and visual clues. Pay attention to familiar stories read from picture books. Play spontaneously with classmates who use only the second language. Take part in finger plays and action songs sung in the second language. Follow modeled instructions for integrated activities in art, science, and mathematics.	Complete activities successfully.



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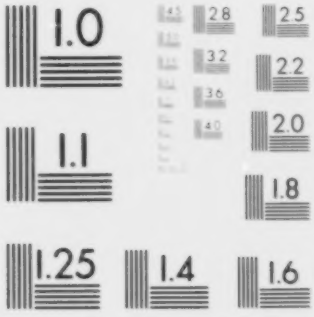

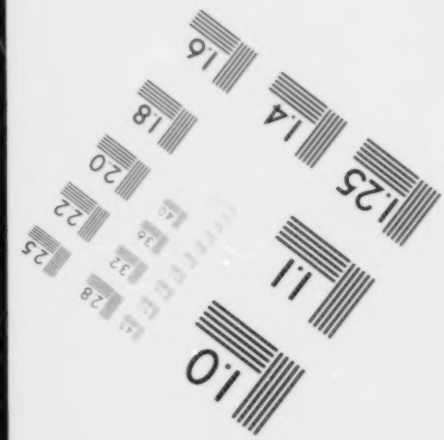

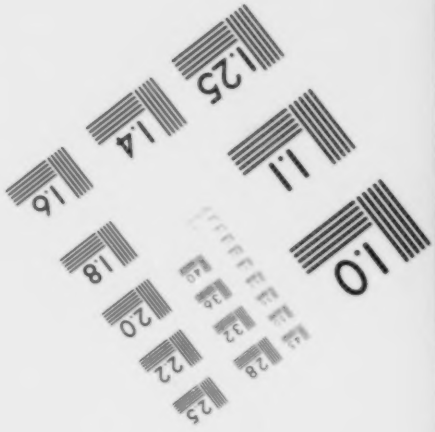

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GOAL 2: The student will demonstrate an understanding of the second language by responding physically or verbally to questions and situations.

OBJECTIVE	ACTIVITY	ASSESSMENT
Follow classroom routines and instructions.	Follow teacher's actions accompanied by oral directions. Perform tasks or manipulate objects as indicated by teacher. Play circle games which require repetition. Use words, phrases, and short sentences to communicate basic needs and feelings.	Perform accurately when given routine instructions in the second language.
Respond to simple questions and requests, using actions or memorized phrases.	Point to persons, places, or things which are a part of cumulative receptive vocabulary. Point to details of an illustration as requested. Perform actions using concrete objects and visual aids in answer to requests.	Make appropriate physical or verbal response to questions and requests.

OBJECTIVE	ACTIVITY	ASSESSMENT
	Respond to yes/no, either/or questions. Respond with the correct word to "What is this?" questions.	

GOAL 3 The student will read and write words and sentences which are within the students' receptive vocabulary.*

OBJECTIVE	ACTIVITY	ASSESSMENT

Activities for goal 3 begin in grade 1.

*The introduction to reading and writing in the second language in the early grades is optional and depends upon the readiness of the student.

GOAL 1: The student will show a desire to learn the second language.

OBJECTIVE	ACTIVITY	ASSESSMENT
Respond positively to activities in the second language.	Play children's games. Listen to children's songs or recordings in the second language. Interact in school and on the playground with classmates who speak the second language. Imitate sounds and interactions by reciting rhymes or singing songs as part of a group.	Demonstrate interest by actively participating in activities.

GOAL 2: The student will demonstrate an understanding of the second language by responding physically or verbally to questions and situations.

OBJECTIVE	ACTIVITY	ASSESSMENT
Follow classroom routines and instructions.	Imitate responses of native speakers to the teacher's instructions in the second language. Manipulate such objects as paper, pencil, slate, and chalk as part of a lesson in the second language. Make drawings following oral directions. Sing songs and recite rhymes chorally and individually.	Perform regular classroom routines.
Respond to simple questions and requests, using actions or memorized phrases.	Listen to songs and play games which require physical or verbal responses to requests made in the second language. Choose the picture requested from a set of pictures.	Respond appropriately to questions and requests based on cumulative vocabulary.

OBJECTIVE	ACTIVITY	ASSESSMENT
	Use basic forms of courtesy, characteristic of culture, in the school setting.	
	Respond with a word or a phrase to simple personal questions by giving name, age, physical characteristics, and family.	
	Listen to stories in the second language and respond to simple questions.	
Demonstrate comprehension of simple conversations accompanied by visual clues.	Respond in home language to conversations in the second language.	Respond in home language or through illustration in a way that indicates comprehension.
	Make a drawing related to conversation.	
	Act out conversation, using home language.	
	Listen to simple stories which are accompanied by large illustrations.	

GOAL 3: The student will read and write words and sentences which are within the student's receptive vocabulary.

OBJECTIVE	ACTIVITY	ASSESSMENT
Recognize familiar name words in writing	Look at pictures of numbers, colors, shapes and other familiar objects that have the name of the item written next to them. Separate the words from the picture and say what item the word represents.	Match words to pictures of familiar items.
Copy familiar words.	Trace or copy number words then draw lines to the appropriate numeral. Trace or copy words that name shapes, then draw the appropriate shape. Trace or copy words that name colors, then color accompanying pictures appropriately. Copy a short story from the board with information on day, date, weather, and special event of the day.	Copy written models legibly and accurately.

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GOAL 1: The student will show a desire to learn the second language.

OBJECTIVE	ACTIVITY	ASSESSMENT
Respond positively to activities in the second language.	Participate in cultural art activities in which instructions are clearly modeled. Participate in language games not requiring verbal response (for example, lotto*, follow the leader). Follow instructions as a member of a team composed of students at different developmental levels in the second language. Cooperate with a system of tokens used as reinforcers to encourage positive responses to language instruction.	Give a positive report to parents and teachers about language learning.

*See glossary.

GOAL 2: The student will demonstrate an understanding of the second language by responding physically or verbally to questions and situations.

OBJECTIVE	ACTIVITY	ASSESSMENT
Follow classroom routines and instructions.	Follow commands of teachers and classmates. Follow modeled instructions in art. Participate in sports activities in which the second language is used to give directions.	Complete the tasks.
Respond to simple questions and requests, using actions or memorized phrases.	Point a finger to respond to *who*, *what*, and *where* questions. Manipulate objects on a magnetic board as requested. Respond to riddles verbally or with picture cards. Play games in which new vocabulary is used as part of the responses given.	Use actions or short phrases to respond to questions in the second language.

OBJECTIVE	ACTIVITY	ASSESSMENT
Demonstrate comprehension of simple conversations accompanied by visual clues.	Repeat home language comments in the second language as requested. Choose, from a set of pictures, a picture that illustrates a given conversation. Use mime to act out conversations. Act out a short skit to demonstrate the plot as described in a dialogue.	Retell the main point of a conversation, using either the home language or the second language.

GOAL 3: The student will read and write words and sentences which are within the student's receptive vocabulary.

OBJECTIVE	ACTIVITY	ASSESSMENT
Recognize familiar words and phrases in writing.	Locate given words on a chart and read them aloud. Participate in a flash card game by locating specific words or phrases. Locate specific words in a preprimer written in the second language.	Identify given words from a list on chalkboard or chart.
Copy words, phrases, and short sentences in the second language.	Copy the letters of the alphabet of the second language on separate pages of a vocabulary notebook. Copy new vocabulary in a notebook, writing the words in alphabetical order.	Copy words, phrases, and sentences legibly and accurately.

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OBJECTIVE	ACTIVITY	ASSESSMENT
	Copy daily passwords. Copy weekly key phrases in a vocabulary notebook. Copy sentences from the chalkboard.	
Identify the letter of initial sounds in familiar words.	Match picture cards to letters of the alphabet. Match initial sounds with pictured objects. Group pictures of objects whose names have the same initial sound. Write on the chalkboard or on a slate the letter that spells the initial sound of a word. Categorize words in the second language by their initial sounds. Use flash cards to indicate the letters that spell the initial sounds of short words spoken aloud.	Correctly name the letter that spells the initial sound of a given word.

GOAL 1: The student will show a desire to learn the second language.

OBJECTIVE	ACTIVITY	ASSESSMENT
Respond positively to activities in the second language.	Follow total physical response (TPR) commands given by a native speaker. Practice speaking the second language with a partner. Watch television programs broadcast in the second language and describe them to classmates.	Respond positively through active participation in second language learning activities.
Identify reasons for learning the second language.	Listen to employed bilingual adults describe the work-related advantages of being bilingual. Act out simulations which show ways in which knowledge of the second language can be useful. Visit Chicago neighborhoods where the second language is spoken.	Name at least three situations in which knowledge of the second language is helpful.

GOAL 2: The student will demonstrate an understanding of the second language by responding physically or verbally to questions and situations.

OBJECTIVE	ACTIVITY	ASSESSMENT
Use memorized phrases in response to questions and requests.	Respond to requests for homework. Listen to songs that instruct listeners to perform. Follow the instructions as they are sung. Respond to requests that have to do with personal behavior. Participate with a classmate as a speaker in a dialogue. Practice weekly dialogue with classmates and use memorized lines in response to questions.	Use memorized responses appropriately in new situations.

OBJECTIVE	ACTIVITY	ASSESSMENT
Demonstrate comprehension of simple conversations and announcements based on cumulative vocabulary.	Role-play social situations through dialogues with classmates. Play games in which memorized lines are used as part of responses. Listen to recordings of simple conversations and use puppets to dramatize them. Listen to announcements in the second language.	React appropriately to conversations and announcements.

GOAL 3: The student will read and write words and sentences which are within the students' receptive vocabulary.

OBJECTIVE	ACTIVITY	ASSESSMENT
Recognize familiar words and phrases written in the second language.	Listen to the teacher read a given text. Read along with the teacher, pointing to each word. Play games in which word cards are passed in a circle and must be identified at a given signal. View sentence strips with the words of a song already learned. Cut the words of the song apart and distribute to another group or a pair of students to reassemble.	Locate given words within the context of the written passage.
Copy words, phrases, and short sentences in the second language.	Copy short poems and songs in a notebook. Copy daily passwords and weekly dialogues in a notebook.	Copy words, phrases, and short sentences legibly and accurately.

OBJECTIVE	ACTIVITY	ASSESSMENT
	Copy, from the chalkboard, a story dictated to the teacher by a classmate and based on a shared experience.	
	Compile a picture dictionary with one word for each letter. Copy the word and definition from the chalkboard and make the appropriate drawing.	
Write letters, syllables, and familiar short words from dictation.	Fill in the letters missing from a partially written word, also given orally.	Write simple words from dictation.
	Fill in initial syllables for a partially written word, also given orally.	
	Transcribe dictated words with the same initial sound.	
	Write familiar one and two syllable words presented on a cassette recording.	
	Write dictated letters, syllables, and short words on the chalkboard or on paper.	

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GOAL 1: The student will show a desire to learn the second language.

OBJECTIVE	ACTIVITY	ASSESSMENT
Participate in a variety of social and school-related activities.	Listen to fairy tales, folktales, fables, or children's classics. Listen to simple stories read from read-along books. Participate, as a team member, in games in which only the second language is used.	Participate actively in second language activities.
Identify reasons for learning the second language.	Listen to accounts of humorous misunderstandings due to language barriers. In small groups, discuss emergency or funny situations in which knowledge of the second language is necessary. Present a skit in the home language designed to convince others to learn the second language.	Role-play situations in which the second language has to be spoken.

GOAL 2: The student will demonstrate an understanding of the second language by responding physically or verbally to questions and situations.

OBJECTIVE	ACTIVITY	ASSESSMENT
Respond to questions and requests, using cumulative vocabulary and memorized phrases.	Use the second language to greet teachers and classmates. Use special greetings for holidays. Pair up with a classmate to visit school workers to offer special greetings and to convey messages. Participate in interviews with classmates pretending to be fairy tale characters. Fill a box with sentence strips, each strip containing a sentence from a memorized dialogue. Select a strip from the box and read it aloud.	Use suitable responses to greetings or simple questions

OBJECTIVE	ACTIVITY	ASSESSMENT
Understand the main idea of material presented orally.	Listen to classmates describe their hobbies and special talents. Listen to book reports in the second language and based on personal ratings, choose a book to read. Listen to a reading of a familiar fable in which a change has been made. Describe how the fable was changed. Observe a classroom skit and describe the plot in the home language or the second language as a member of a team.	React with relevant comments to talks given in the second language.

DUAL LANGUAGE IMMERSION PROGRAM **GRADE 4**

GOAL 3: The student will read and write words and sentences which are within the student's receptive vocabulary.

OBJECTIVE	ACTIVITY	ASSESSMENT
Read familiar words and sentences.	Follow commands written on the chalkboard. Read primary level readers written in the second language after oral discussion of the content. Read advertisements for familiar products written in the second language. Read the weekly school menu written in the second language. Read aloud a short paragraph written in the second language and based on a class project.	Read words and sentences with understanding.
Use familiar vocabulary to construct sentences.	Unscramble a short sentence, using word cards and a pocket chart accurately.	Complete question and answer exercises.

OBJECTIVE	ACTIVITY	ASSESSMENT
	Match the beginnings and endings of sentences taken from familiar stories.	
	Use one word answers to complete sentences.	
	Write short sentence answers to questions about an oral or written paragraph.	
	Write a short sentence that gives a direction; give it to another student to read and carry out.	
Write familiar material from dictation.	Write weekly vocabulary words from dictation.	Write from dictation with minor errors.
	Write two or three short sentences on a familiar topic, dictated aloud three times by the teacher.	
	Participate in a written spelling contest after studying a word list.	

DUAL LANGUAGE IMMERSION PROGRAM **GRADE 5**

GOAL 1: The student will show a desire to learn the second language.

OBJECTIVE	ACTIVITY	ASSESSMENT
Participate in a variety of social and school-related activities.	Work with a native speaker of the second language to generate a vocabulary list. Compare television commercials in the second language with those in the home language.	Use the second language in social and school related activities.
Identify reasons for learning the second language.	Dramatize situations in which knowledge of the second language alters the outcome. Participate in a "travel fair" in which students operate booths representing countries where the second language is spoken.	Role-play situations in which knowledge of the second language is necessary.

GOAL 2: The student will demonstrate an understanding of the second language by responding physically or verbally to questions and situations.

OBJECTIVE	ACTIVITY	ASSESSMENT
Respond to questions and requests, using cumulative vocabulary and memorized phrases.	Use formal address to make a request of the school office. Extend an invitation to the principal, parents, or community members to visit the class. Role-play formal and informal greetings and courtesies. Pretend to be a newspaper reporter and interview classmates about hobbies and interests. Role-play conversations between children and adults.	Give memorized responses in familiar situations.
Understand the main idea of material presented orally.	Listen to poetry read by the teacher. Paraphrase poems in home or second language.	Summarize talk in the home language or the second language.

OBJECTIVE	ACTIVITY	ASSESSMENT
	Listen to a recording of interviews between classmates in which hobbies are described but not named. Guess the hobby. Observe ten pictures of the same subject with minor differences. Listen to a description and decide which picture is being described. Pay attention to movies and filmstrips in the second language.	

GOAL 3: The student will read and write words and sentences which are within the student's receptive vocabulary.

OBJECTIVE	ACTIVITY	ASSESSMENT
Read familiar words and sentences.	Read primary level storybooks in the second language, then answer questions based on the story. Read product labels of familiar food items. Read the menu of a restaurant specializing in food associated with the culture of the second language.	Read words and sentences with understanding.
Use familiar vocabulary to construct sentences.	Work in pairs to arrange words written on flash cards into sentences, then read the sentences aloud to classmates. Change sentences from the affirmative form to the negative form and vice versa.	Write original sentences and exchange them with classmates to read.

OBJECTIVE	ACTIVITY	ASSESSMENT
	Change declarative sentences into their interrogative forms and vice versa.	
	Complete a paragraph by filling in descriptive words.	
	Complete a paragraph by filling in appropriate action words.	
Write familiar material from dictation.	Transcribe a short paragraph dictated from a previous lesson.	Transcribe dictated material.
	Dictate a sentence from a previously learned dialogue to another student. Check for accuracy. Reverse roles.	
	Write a dictated paragraph about school activities, then self-check with the help of a dictionary.	

GOAL 1: The student will show a desire to learn the second language.

OBJECTIVE	ACTIVITY	ASSESSMENT
Participate in a variety of social and school-related activities.	Consult with a classmate of the same astrological sign. Read popular teen magazines written in the second language to find information about horoscopes. Decide if the information is accurate. Watch television game shows broadcast in the second language. Work in groups consisting of native and nonnative speakers to create and present a game show in the second language.	Initiate activities which require use of the second language.
Identify reasons for learning the second language.	Take part in a discussion analyzing the advantages and disadvantages of learning a second language.	Contribute to a classroom chart that lists reasons for learning the second language.

OBJECTIVE	ACTIVITY	ASSESSMENT
	Make a list of personal reasons for studying the second language. Describe an experience in which not knowing the second language was a disadvantage.	

GOAL 2: The student will demonstrate an understanding of the second language by responding physically or verbally to questions and situations.

OBJECTIVE	ACTIVITY	ASSESSMENT
Interact with peers and adults in the second language.	Choose a classmate to introduce to the class. Tell about the classmate's interests. Compare the classmate's interests to own. Working with an advanced student in the second language, ask questions related to sports from a list prepared in class. Record the interview. Memorize dialogue that focuses on situations in a restaurant. Visit a restaurant where the second language is spoken and place orders in the second language.	Use the second language in a short presentation and to ask simple questions.

OBJECTIVE	ACTIVITY	ASSESSMENT
Understand the main idea of material presented orally.	Listen twice to a recording of a short story, taking notes as needed. Use the second language to ask the teacher questions about the story. Watch a videotape of a debate between advanced students, then summarize the main arguments of the debate in the home language or second language. Listen to a teacher or an advanced student read directions for a simple recipe. Take notes, then carry out the instructions to prepare the food.	Summarize main ideas of a short oral presentation in home language or second language.

GOAL 3: **The student will read and write words and sentences which are within the student's receptive vocabulary.**

OBJECTIVE	ACTIVITY	ASSESSMENT
Read graded selections written in the second language.	Read paragraphs about familiar topics. Read horoscopes and entertainment sections from student magazines. Read a simplified story, then discuss and answer comprehension questions orally.	Respond accurately to oral questions about reading passages.
Compose paragraphs, using familiar words.	Organize several teacher-prepared sentences into a paragraph. Complete an open-ended paragraph. Participate in a class project, then work with classmates to write a short paragraph based on the project.	Write a paragraph on a familiar topic.

OBJECTIVE	ACTIVITY	ASSESSMENT
Write familiar material from dictation.	Listen to a short story on tape to fill in words missing from a partially transcribed copy of the text. Transcribe a dialogue of ten to twelve lines presented on tape. Transcribe an excerpt from a familiar story.	Write dictated words accurately.

DUAL LANGUAGE IMMERSION PROGRAM

GRADE 7

GOAL 1: The student will show a desire to learn the second language.

OBJECTIVE	ACTIVITY	ASSESSMENT
Participate in a variety of social and school-related activities in the second language.	Listen to popular music on the radio broadcast in the second language. Watch soap operas spoken in the second language. Discuss newsworthy items seen on television with classmates who speak the second language.	Participate enthusiastically in activities conducted in the second language.
Explain the importance of learning the second language.	Describe an emergency situations in which knowledge of the second language can prevent injury and possibly even death.	Relate how knowledge of the second language can be valuable in preventing injuries and saving lives.
Identify reasons for learning a second language.	List careers in which knowledge of a second language is beneficial.	Write an essay defending the study of the second language.

GOAL 1: **The student will show a desire to learn the second language.**

OBJECTIVE	ACTIVITY	ASSESSMENT
Participate in a variety of social and school-related activities.	Listen to popular music broadcast on the radio in the second language. Watch soap operas spoken in the second language. Watch the news on television; discuss items of interest with classmates who speak the second language.	Participate enthusiastically in activities conducted in the second language.
Explain the importance of learning the second language.	Discuss emergency situations in which knowledge of the second language can prevent injury and possibly even death.	Relate how knowledge of the second language can be valuable in preventing injuries and saving lives.
Identify reasons for learning a second language.	List careers in which knowledge of a second language is beneficial.	Write an essay defending the study of the second language.

GOAL 2: The student will demonstrate an understanding of the second language by responding physically or verbally to questions and situations.

OBJECTIVE	ACTIVITY	ASSESSMENT
Interact with peers and adults in the second language.	Conduct a school survey to identify the ten favorite songs sung in the second language. Work in pairs to interview students from different grade levels in the second language. Play guessing games, such as charades, using the second language. Role-play a customer in a simulated environment, such as a bakery, shoe store, butcher shop. Use the second language to make purchases in one of these stores. Participate in a small group discussion about a movie.	Use phrases and sentences appropriately in everyday interactions.

OBJECTIVE	ACTIVITY	ASSESSMENT
Understand the main idea of material presented orally.	Listen to the instructions for making an art project, then summarize the steps. Take turns listening to weather forecasts given in the second language. Contribute information to a weather chart. Listen to a travel agent make a presentation in the second language promoting various countries where the second language is spoken. Work with a classmate to plan a trip to one of these countries. Follow content-area instruction given in the second language.	React with relevant comments or actions to talks given in the second language.

GOAL 3: The student will read and write words and sentences which are within the student's receptive vocabulary.

OBJECTIVE	ACTIVITY	ASSESSMENT
Read graded selections written in the second language.	Read comics from student magazines, then role-play situations depicted in the comic strip. Select a short poem and recite it with appropriate gestures and movements. Listen to a recording of a song performed in the second language. Read the lyrics and discuss them for comprehension. Use the printed copy of the lyrics to sing along with the recording. Read sentences that include new vocabulary. Use contextual clues to define new words, then use a dictionary to verify the definitions.	Paraphrase the content of selections read.

OBJECTIVE	ACTIVITY	ASSESSMENT
Compose paragraphs, using familiar vocabulary.	Work in groups to write a description of a given object or place appropriately. Write a short paragraph describing a house or an apartment.	Write paragraphs on a familiar topic.
Write familiar material from dictation.	Describe self, family, friends, and/or school in a letter to a pen pal. Work with a partner to listen to and transcribe the lyrics of a familiar children's song. Transcribe a message given over the school intercom in the second language. Write a two-or three-stanza poem from dictation.	Write dictated words accurately.

GOAL 1: **The student will show a desire to learn the second language.**

OBJECTIVE	ACTIVITY	ASSESSMENT
Participate in a variety of social and school-related activities.	Listen to radio programs that play popular music performed in the second language. Communicate voluntarily with peers and adults, using words and short phrases in the second language. Watch news programs broadcast in the second language.	Participate spontaneously in activities performed in the second language.
Explain the importance of learning the second language.	Write an essay about a career in which knowledge of the second language is beneficial.	Explain the important role a second language plays in our daily lives.
Identify reasons for learning a second language.	List positions in city government and other public agencies held by people who speak the second language. Represent different careers in bilingual career-day program.	

GOAL 2: The student will demonstrate an understanding of the second language by responding physically or verbally to questions and situations.

OBJECTIVE	ACTIVITY	ASSESSMENT
Interact with peers and adults in the second language.	Conduct mock interviews for employment in bilingual careers. Choose a card from a set of teacher-prepared cards that describe travel-related situations (lost passport, getting to the airport). Create and dramatize a dialogue with a partner who speaks the second language. Memorize dialogues with themes of interest to younger students and present them in puppet shows to primary level students. Take a field trip to retirement homes that have residents who speak the second language. Use the second language to communicate with the residents.	Use phrases and sentences appropriately in everyday interactions.

OBJECTIVE	ACTIVITY	ASSESSMENT
Understand the main idea of material presented orally.	Listen to commercials tape recorded from the radio. Identify the products being advertised. Listen to high school students describe, in the second language, their transition from elementary school to high school. Ask appropriate follow-up questions. Listen to speakers who have careers requiring the ability to speak the second language. Ask appropriate follow-up questions. Follow content-area instructions in the second language. Listen to a teacher explain the procedure for a science experiment. Carry out the instructions to complete the task.	React with relevant comments or actions to the material given in the second language.

GOAL 3: **The student will read and write words and sentences which are within the student's receptive vocabulary.**

OBJECTIVE	ACTIVITY	ASSESSMENT
Read graded selections written in the second language.	Read short stories in the second language. Mime the action of the story. Read simple instructions for a board game, then follow the instructions to play the game. Read a short play and present it as a puppet show to students in the primary grades.	Give oral or written reports on selections read.
Compose paragraphs, using familiar vocabulary.	Develop an original composition on a selected topic. Write an informal invitation in paragraph form to a classmate.	Write paragraphs on familiar topics.

OBJECTIVE	ACTIVITY	ASSESSMENT
Write familiar material from dictation.	Work with a group to listen to and write the lyrics of a familiar pop song. Transcribe a mock two-minute job interview between the teacher and a fellow student. Transcribe a television commercial of a familiar product. Transcribe a letter to parents from the teacher.	Write dictated words accurately.

INTERMEDIATE LEVEL

For a student acquiring a language other than English, the intermediate level in a dual language immersion program begins by the third grade. The student's placement in this level is based upon mastery of beginning level goals and objectives as determined by the classroom teacher. Sheltered instruction and the whole language approach are used to provide developmentally appropriate instruction for students who have limited command of the second language. In this chapter, the intermediate level goals and objectives for the student's progress in attaining proficiency in the second language are outlined.

Students in a dual language immersion program also receive language arts instruction in their home language through the general program of instruction. Students take either English Language Arts or Spanish Language Arts at the appropriate grade level to develop communication skills and appreciate the literature of their native language. All students develop and maintain their home language while acquiring a second one.

Depending upon the program model, students receive content-area instruction in the second language in one or more subjects. Through participation in such schoolwide integrated activities as assemblies, oratory contests, and Lenguathon*, the students interrelate with students from other levels of language proficiency. Additional cooperation between levels is encouraged through cooperative learning strategies. These strategies permit native and nonnative speakers to work together in integrated language and cultural activities.

The goals, objectives, and activities presented in this chapter may be adapted to meet the needs of the students.

*See glossary.

GOALS AND OBJECTIVES

GOAL 1: The student will communicate spontaneously and willingly in the second language when discussing familiar topics.

GRADES	OBJECTIVES
THIRD - FOURTH	Use the second language in informal conversations in the school setting.
	Participate in classroom discussions.
FIFTH - EIGHTH	Contribute to small group discussions.
	Give oral presentations.

DUAL LANGUAGE IMMERSION PROGRAM LEVEL: INTERMEDIATE

GOAL 2: **The student will comprehend oral discourse and written materials based on known concepts, using familiar vocabulary and syntax.**

GRADES	OBJECTIVES
THIRD - EIGHTH	Respond in the second language to material presented orally.
	Read and comprehend short selections written in the second language.
	Respond to content-area instruction in the second language.

DUAL LANGUAGE IMMERSION PROGRAM **LEVEL: INTERMEDIATE**

GOAL 3: The student will write short selections, using familiar vocabulary and sentence structures.

GRADES	OBJECTIVES
THIRD - SIXTH	Write to communicate with peers.
	Write descriptive and narrative paragraphs.
	Write creatively.
	Construct sentences, using appropriate grammatical structures.
SEVENTH - EIGHTH	Write creatively.
	Write persuasively.
	Write paragraphs using correct grammatical structures.

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GOAL 1: The student will communicate spontaneously and willingly in the second language when discussing familiar topics.

OBJECTIVE	ACTIVITY	ASSESSMENT
Use the second language in informal conversations in the school setting.	Use the second language to converse with classmates about plans for the weekend or a vacation. Describe a classmate so that his/her identity can be guessed. Relate personal experiences to classmates. Dramatize situations which take place in the school lunchroom.	Ask and answer questions about personal experiences.
Participate in classroom discussions.	Express opinions about classroom discussions. Work with a native speaker of the second language to plan a group project for science or social studies.	Participate actively in group discussions.

GOAL 2: **The student will comprehend oral discourse and written materials based on known concepts, using familiar vocabulary and syntax.**

OBJECTIVE	ACTIVITY	ASSESSMENT
Respond in the second language to material presented orally.	Complete open-ended sentences. Relate personal experiences to oral stories.	Use the second language in response to instruction.
Read and comprehend short selections written in the second language.	Select a picture to complete a sentence read by the teacher. Read sets of sentences and match the beginning of sentences to appropriate endings. Read a short paragraph and draw a picture related to the topic of the paragraph.	Complete tasks correctly.

OBJECTIVE	ACTIVITY	ASSESSMENT
Respond to content-area instruction in the second language.	Listen to the teacher's instructions given in the second language. Explain instructions in home language to a partner. Write list of new words. Play bingo, using new vocabulary. Bring objects related to a lesson for show-and-tell. Describe them to classmates.	Participate in class activities.

GOAL 3: The student will write short selections, using familiar vocabulary and sentence structures.

OBJECTIVE	ACTIVITY	ASSESSMENT
Write to communicate with peers.	Write a class letter and send it to students in another school. Make signs for classroom work areas. Write a note to a friend about second language class.	State ideas clearly.
Write descriptive and narrative paragraphs.	Choose a partner who is a native speaker of the second language. Share ideas on how a holiday is celebrated. Write a description of the holiday. Build a paragraph by putting sentences in order. Write about a typical day in school.	Compose a paragraph with supporting descriptive details.

OBJECTIVE	ACTIVITY	ASSESSMENT
Write creatively.	Write a poem about color. Make a list of rhyming words. Use the words to write couplets. Imagine and write a new ending to a familiar story.	Read and critique a classmate's written works.
Construct sentences, using appropriate grammatical structures.	Contribute to a class story written on the board, then copy it in a notebook. Develop a complete sentence around a noun and a verb. Verify responses with a native speaker. Copy a familiar sentence on note cards, one word per card. Mix the cards up and have a partner sort them to form a sentence.	Write grammatically correct sentences.

GOAL 1: The student will communicate spontaneously and willingly in the second language when discussing familiar topics

OBJECTIVE	ACTIVITY	ASSESSMENT
Use the second language in informal conversations in the school setting.	Play the "telephone game" by relaying a whispered sentence to another student. Convey an oral message from a teacher to another adult. Dramatize situations which take place on the school bus or playground. Tell about a recent family activity.	Participate spontaneously in informal conversations.
Participate in classroom discussions.	Share ideas orally for a project as a member of a team composed of native and nonnative speakers. Discuss a favorite story or television program. Share opinions on a recently completed group activity, such as an assembly or a field trip.	Contribute to discussions willing.

GOAL 2: The student will comprehend oral discourse and written materials based on known concepts, using familiar vocabulary and syntax.

OBJECTIVE	ACTIVITY	ASSESSMENT
Respond in the second language to material presented orally.	Identify concrete objects being described orally in the second language. Listen to a part of story and write an ending with a partner. Listen to part of a story, predict an ending, then compare the prediction with the actual ending.	Use the second language appropriately in response to classroom activities.
Read and comprehend short selections written in the second language.	Read a description of a common object and identify it. Locate information in a book in response to questions. Read a short paragraph and choose an appropriate title from several given.	Respond accurately to oral questions on reading passage.

OBJECTIVE	ACTIVITY	ASSESSMENT
Respond to content-area instruction in the second language.	Draw a picture depicting a learned concept. Explain it to a classmate. Play a game in which new words are matched with pictures. Give one-word completions to phrases reviewing instruction.	Answer questions about concepts presented.

GOAL 3: The student will write short selections, using familiar vocabulary and sentence structures.

OBJECTIVE	ACTIVITY	ASSESSMENT
Write to communicate with peers.	Write invitations to a party. Explain to a friend how to complete an assignment. Write the directions to your home.	State ideas clearly.
Write descriptive and narrative paragraphs.	Write a description of a family member. Write about your worst or best day at school.	Write a well-organized paragraph.
Write creatively.	Develop a story from the main idea of another story. Write a poem about a month or season.	Share written work with classmates.
Construct sentences, using appropriate grammatical structures.	Choose words from a list of nouns, verbs, and adjectives and write sentences with them. Change a statement to a question and vice versa.	Use selected grammatical structures accurately.

GOAL 1: The student will communicate spontaneously and willingly in the second language when discussing familiar topics.

OBJECTIVE	ACTIVITY	ASSESSMENT
Contribute to small group discussions.	Work in a group composed of native and nonnative speakers to narrate in sequence the events from a story, with each student contributing one part. Paraphrase what another student has said. Plan and present a skit based on a fairy tale or fable.	Converse with classmates in group projects.
Give oral presentations.	Present a newscast based on a school event. Work with a partner to present opposing sides of an issue, such as the quality of food in the cafeteria. Describe the characteristics of the ideal home, school, or family.	Express ideas clearly

GOAL 2: The student will comprehend oral discourse and written material based on known concepts, using familiar vocabulary.

OBJECTIVE	ACTIVITY	ASSESSMENT
Respond in the second language to material presented orally.	Listen to an open-ended story told in the second language and complete it with a logical conclusion. Express opinions about oral presentations.	Answer questions about an oral presentation.
Read and comprehend short selections written in the second language.	Read descriptions of two characters. List the similarities and differences. Read a story, then role-play it for the class. Read a narrative and identify the main and secondary characters.	Answer questions about the stories.
Respond to content-area instruction in the second language.	Work as a member of a team composed of native and non-native speakers to complete class assignments.	Complete class activities.

OBJECTIVE	ACTIVITY	ASSESSMENT
	Cut out pictures from magazines and newspapers that show new vocabulary words. Make a chart and label the pictures. Work with a partner to list the main ideas of a class discussion.	

GOAL 3: The student will write short selections, using familiar vocabulary and sentence structures.

OBJECTIVE	ACTIVITY	ASSESSMENT
Write to communicate with peers.	Write thank-you notes. Write directions that explain how to play a game.	Correct functional writing of classmates.
Write descriptive and narrative paragraphs.	Write a description of a favorite teacher. Write a description of a class or school event for the school newspaper. Write about a recent field trip.	Compose a paragraph with supporting details.
Write creatively.	Create a telephone dialogue between two fictional people. Change common phrases to use more unusual expressions. Pretend to be an animal. Write a poem about the animal chosen.	Read and critique a classmate's work.
Construct sentences, using appropriate grammatical structures.	Rewrite a paragraph changing sentences from the present tense to the past. Change repeated nouns to pronouns.	Use selected grammatical items correctly.

GOAL 1: The student will communicate spontaneously and willingly in the second language when discussing familiar topics.

OBJECTIVE	ACTIVITY	ASSESSMENT
Contribute to small group discussions.	Work in a small group to plan a class outing. Describe landmarks. Use a map to give directions to a specific destination.	Participate actively in the planning session.
Give oral presentations.	Present a short talk on a favorite activity or vacation. Describe a picture taken from a magazine, a newspaper, or a book. Collect pictures of people or cartoon characters with different facial expressions. Describe the facial expressions or describe situations which elicit the expression.	Speak clearly and comprehensibly.

GOAL 2: The student will comprehend oral discourse and written materials based on known concepts, using familiar vocabulary and syntax.

OBJECTIVE	ACTIVITY	ASSESSMENT
Respond in the second language to material presented orally.	Answer questions about a story or poem read aloud. Ask questions related to the story, poem, or song heard. Present a short report, using cumulative vocabulary to discuss the favorite part of a recent lesson.	Reply, using appropriate vocabulary and structure.
Read and comprehend short selections written in the second language.	Read the television listings from a daily newspaper published in the second language and select several shows to watch. Read articles of interest from a magazine printed in the second language and describe favorite parts to the class.	Answer true-false questions about materials read.
Respond to content-area instruction in the second language.	Take notes while the instructor explains a lesson in the second language.	Complete tasks and assignments as required.

OBJECTIVE	ACTIVITY	ASSESSMENT
	Follow modeled instruction in mathematics, social studies, science, and physical education. Work in teams composed of native and nonnative speakers to predict the meaning of content-area vocabulary (scientific terminology), using knowledge of the second language.	

GOAL 3: The student will write short selections, using familiar vocabulary and sentence structures.

OBJECTIVE	ACTIVITY	ASSESSMENT
Write to communicate with peers.	Write a letter to a classmate who is a native speaker of the second language. Exchange and answer letters. Write suggestions to the student council on ways to improve the school.	State ideas clearly.
Write descriptive and narrative paragraphs.	Write a description of the elements of art viewed in a slide show. Write about a recent school contest.	Write logically, using descriptive details.
Write creatively.	Write an acrostic poem, using the letters of a classmate's name as the beginning letters of each line.	Read and critique a classmate's work.

OBJECTIVE	ACTIVITY	ASSESSMENT
	Supply the other half of a conversation based upon the part given.	
Construct sentences, using appropriate grammatical structures.	Convert slash sentences into grammatically correct ones. Combine two simple sentences into a longer, more complex sentence. Choose words from a list of possible responses to complete sentences in a familiar paragraph having cloze deletions.	Use conventions of grammar, spelling, and punctuation of the second language with minimal errors.

GOAL 1: The student will communicate spontaneously and willingly in the second language when discussing familiar topics.

OBJECTIVE	ACTIVITY	ASSESSMENT
Contribute to small group discussions.	Take part in preparing for an interview with a member of the community. Call a classmate at home to review class activities and to plan future classroom activities.	Participate in a small group discussing ideas and sharing information.
Give oral presentations.	Describe a personal experience. Describe a project completed for a favorite class. Demonstrate a hobby or skill to classmates. Choose a position on a student issue and persuade others to agree.	Communicate effectively.

GOAL 2: The student will comprehend oral discourse and written materials based on known concepts, using familiar vocabulary and syntax.

OBJECTIVE	ACTIVITY	ASSESSMENT
Respond in the second language to material presented orally.	Listen for main ideas of news broadcasts and commercials. Use the second language to answer short questions about the material. Dramatize a popular commercial. Work in small groups to recreate a news broadcast or a commercial heard on the radio.	Give clear description or summary of material heard.
Read and comprehend short selections written in the second language.	Read classified ads from a daily newspaper. Work in a group to choose several ads of interest. Prepare responses to the ads. Read charts and graphs to find specific information.	Answer specific questions, using information acquired.
Respond to content-area instruction in the second language.	Follow modeled instruction in mathematics, social studies, science, and physical education. Participate in question and answer sessions.	Complete tasks and assignments as required.

GOAL 3: The student will write short selections, using familiar vocabulary and sentence structures.

OBJECTIVE	ACTIVITY	ASSESSMENT
Write persuasively.	Compile, as a class project, travel brochures persuading visitors to travel to a country where the second language is spoken. Present a clear point of view and convincing reasons to support it. Write a short speech to convince fellow classmates to vote for you as a student council representative. Give several reasons to support the positions. Work cooperatively to write a petition to convince the student council to have an end-of-the-year multicultural picnic. State position clearly and support it with convincing arguments.	Convince classmates to choose the presented point of view.
Write creatively.	Work as a class or in small groups to create a cinquain poem of five lines, using learned vocabulary or words given by the teacher.	Read and critique a classmate's work.

OBJECTIVE	ACTIVITY	ASSESSMENT
	Embellish a story by using a basic outline of telegraphic sentences as a starter. Write a paragraph describing an encounter with an unidentified flying object.	
Write paragraphs, using appropriate grammatical structures.	Use adjectives and articles to expand sentences in a paragraph which describes a person or place. Write a short narrative in the present tense, using illustrations as cues.	Use conventions of grammar, spelling, and punctuation of the second language with minimal errors.

GOAL 1: The student will communicate spontaneously and willingly in the second language when discussing familiar topics.

OBJECTIVE	ACTIVITY	ASSESSMENT
Contribute to small group discussions.	Listen to a classmate describe an event. Add to the discussion by comparing similar experiences.	Participate spontaneously, using cumulative vocabulary.
Give oral presentations.	Memorize and recite a poem. Describe traits of characters from a favorite television show or novel so that classmates are able to identify the character.	Communicate ideas effectively.

GOAL 2: The student will comprehend oral discourse and written materials based on known concepts, using familiar vocabulary and syntax.

OBJECTIVE	ACTIVITY	ASSESSMENT
Respond in the second language to material presented orally.	Listen to folk songs or ballads. Paraphrase the story told in the song. Analyze, in a class discussion, one of the main characters of a soap opera. Compare the character's personality to selected classmates. Summarize the plot of an episode from a popular soap opera.	Use the second language in discussion of activities.
Read and comprehend short selections written in the second language.	Read several days' coverage of a major news event in a daily newspaper. Work cooperatively with native and nonnative speakers to prepare a report for the class. Read a legend or a folktale. Create an alternative ending.	Give an oral summary of findings.

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OBJECTIVE	ACTIVITY	ASSESSMENT
	Read road maps to determine various routes, such as the fastest, most scenic, or most historical, for travel in a country where the second language is spoken.	
Respond to content-area instruction in the second language.	Take notes during a lesson and write a summary in the second language. Read several summaries and choose the best summary of the lesson.	Answer questions correctly using cumulative vocabulary.
	Read a scrambled list of topics to be presented in the teacher's lecture. Organize the topics into an outline after listening to the lecture.	

GOAL 3: The student will write short selections, using familiar vocabulary and sentence structures.

OBJECTIVE	ACTIVITY	ASSESSMENT
Write creatively.	Work with a partner to create dialogue for the balloons of a comic strip. Work with a team composed of native speakers as well as students learning the second language to write an ending for a short mystery story. Work with a classmate who is a native speaker of the second language to write a composition describing an aspect of life in the twenty-first century, such as modes of transportation, household gadgets, or clothes.	Use familiar vocabulary creatively.
Write persuasively.	Work in a group to write a petition to convince the student council to have a graduation day luncheon. State position clearly. Use convincing arguments to support the point of view.	Convince classmates to choose the presented point of view.

OBJECTIVE	ACTIVITY	ASSESSMENT
	Write a short composition defending the position that the school is the best. State evidence to support the position. Write a short commercial for a "Say No to Drugs" campaign. Support the point of view with convincing arguments.	
Write paragraphs, using appropriate grammatical structures.	Combine a set of simple sentences into one sentence. Use words, phrases, and punctuation that convey the original meaning of the set of sentences. Use the past tense in a paragraph that narrates the plot of a film. Use the future tense in a paragraph that describes plans for a summer vacation.	Use conventions of grammar, spelling, and punctuation of the second language with minimal errors.

ADVANCED LEVEL

For students acquiring the non-English language, the advanced level in a dual language immersion program begins in the sixth grade. Students whose home language is Spanish may achieve the advanced level at earlier grades. The student's mastery of intermediate goals and objectives as recommended by the classroom teacher determines placement at this level. An advanced-level student participates in content-area instruction in the second language as well as comprehends textbooks and literature written in the second language. The advanced level also places emphasis on enrichment of the home language of each student. Students at this level participate in both English and Spanish Language Arts through the general program of instruction.

The goals and objectives for the advanced level, presented herein, are consistent with those of the general program of instruction in language arts. In addition, the goals, objectives, and activities reflect the special needs of students in the dual language immersion program in that they are designed for students studying language arts in their first as well as their second language.

This program is unique because it enables students who do not speak the same language to interact with one another. Students are provided numerous opportunities to communicate in the second language through immersion activities and exchanges with native speakers. Communication between students of different levels of language proficiency is made possible through integrated schoolwide activities.

The goals, objectives, and activities presented in this chapter may be adapted to meet the needs of the students.

GOALS AND OBJECTIVES

GOAL 1: The student will speak the second language formally and informally at grade-level expectations.

GRADES	OBJECTIVES
SIXTH	Use the second language in class discussions and in oral presentations.
	Develop an orderly presentation of ideas with an appropriate introduction, elaboration, and conclusion.
SEVENTH - EIGHTH	Use the second language in class discussions and in oral presentations.
	Develop an orderly presentation of ideas with an appropriate introduction, elaboration, and conclusion.
	Defend a position, speaking in the second language.

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GOALS AND OBJECTIVES

GOAL 2: The student will write formally and informally with a minimum of errors in spelling and grammar.

GRADES	OBJECTIVES
SIXTH - EIGHTH	Write to communicate in a formal or informal manner.
	Compose descriptions and narrations.
	Write persuasively.
	Write creatively.
	Analyze vocabulary according to the rules of lexicon.

GOALS AND OBJECTIVES

GOAL 3: The student will comprehend and interpret literature and textbooks.

GRADES	OBJECTIVES
SIXTH	Identify main idea and important details.
	Identify main and secondary characters.
	Discriminate between fact and opinion.
	Predict outcomes and draw logical conclusions.
	Interpret fables and legends.
SEVENTH	Summarize a story, identify the main idea and the main and secondary characters.
	Identify narrative and descriptive elements in a text.
	Interpret poems.
	Identify cause and effect relationships.
	Compare and contrast stories.
	Interpret legends.
	Comprehend literary selections.

EIGHTH	Interpret idioms and proverbs.
	Distinguish between literal and figurative language.
	Comprehend literary selections.

GOAL 1: The student will speak the second language formally and informally at grade-level expectations.

OBJECTIVE	ACTIVITY	ASSESSMENT
Use the second language in class discussions and in oral presentations.	Describe a painting or picture.	Speak the second language with a minimum of linguistic errors.
	Relate the plot of a favorite movie or television program.	
	Reenact a favorite commercial.	
	Recite a short poem to the class.	
	Narrate a personal anecdote.	
	Act out a phone conversation, using proper phone etiquette.	
	Present social studies research on a given country.	

OBJECTIVE	ACTIVITY	ASSESSMENT
Develop an orderly presentation of ideas with an appropriate introduction, elaboration, and conclusion.	Demonstrate a science experiment. Give a demonstration speech about a hobby or skill to younger students. Comment orally on a short story. Talk on a given topic for three minutes.	Present oral assignments in a logical manner and with a minimum of linguistic errors.

GOAL 2: The student will write formally and informally with a minimum of errors in spelling and grammar.

OBJECTIVE	ACTIVITY	ASSESSMENT
Write to communicate in a formal or informal manner.	Write a birthday invitation. Compose a letter to friends telling them about a past experience, such as a ski trip or a stay at a summer camp. Write an original script for a commercial. Write a dialogue between friends. Provide a written explanation of a completed science experiment.	Write for a variety of purposes with a minimum of spelling and grammatical errors.

OBJECTIVE	ACTIVITY	ASSESSMENT
Compose descriptions and narrations.	Choose a country and prepare a written report about it.	Write a descriptive narrative with a minimum of spelling and grammatical errors.
	Write an autobiography.	
	Write a description of your house or apartment.	
	Explain how your family celebrates a special or favorite holiday.	
	Narrate the events of a unique day in your life.	
Write creatively.	Write an original fable.	Read and critique a classmate's work.
	Write a short story about what it would be like to be invisible.	
Write persuasively.	Convince your parents to allow you to spend a weekend with your classmates on a ski trip.	Defend a position by providing supporting arguments.
	Write a paragraph to convince fellow classmates what the best time in history to live in would be.	

GOAL 3: **The student will comprehend and interpret textbooks and literature.**

OBJECTIVE	ACTIVITY	ASSESSMENT
Identify main idea and important details.	Read two paragraphs; underline the main idea and list three important details. Write the main idea and the important details in a given short story. Explain the main idea of a particular poem.	Read a short story, summarize the main idea, and give important details.
Identify main and secondary characters.	Read a literary selection and summarize it in written form, identifying main and secondary characters.	Explain the difference between main and secondary characters.
Discriminate between fact and opinion.	List clue words related to opinions. List clue words related to facts. Distinguish between a factual or opinion sentence. Read commercial advertisements. Identify items based on fact and those that contain stereotypes.	Read similar selections and identify them as based on fact or opinion.

OBJECTIVE	ACTIVITY	ASSESSMENT
Predict outcomes and draw logical conclusions.	Select the best ending to an unfinished paragraph. Write the most logical conclusion for a short story.	Defend their prediction and conclusion.
Interpret fables and legends.	Write a summary on a previously read fable. Compare two fables; list the similarities and differences.	Identify the moral message of a given fable.

GOAL 1: The student will speak the second language formally and informally at grade-level expectations.

OBJECTIVE	ACTIVITY	ASSESSMENT
Use the second language in class discussions and in oral presentations.	Write a commercial and present it to the class in an oral presentation. Recite a favorite poem to the class. Talk about the author and message of poem. Give a detailed description of the physical features of an unidentified classmate and ask students to give his/her identity.	Speak with a minimum number of linguistic errors.
Develop an orderly presentation of ideas with an appropriate introduction, elaboration and conclusion.	Give a demonstration speech showing a skill, such as using an electrical typewriter, carving wood, or preparing a recipe. Present a lesson to the class on a story from the reader.	Present ideas logically.

OBJECTIVE	ACTIVITY	ASSESSMENT
	Comment orally on a favorite novel or short story.	
	Talk on a given topic for three minutes.	
	Present a researched social studies report on an important historical figure from a given country.	
Defend a position, speaking in the second language.	Explain the hypothesis and thesis of a science project.	Present ideas in a convincing manner.
	Make a commercial to sell a product.	
	Justify the merits and advantages of a given topic.	

GOAL 2: The student will write formally and informally with a minimum of errors in spelling and grammar.

OBJECTIVE	ACTIVITY	ASSESSMENT
Write to communicate in a formal or informal manner.	Design an invitation to a special celebration, such as a Thanksgiving dinner or a Christmas party. Compose a letter to a relative telling them what you have done in the past year. Write a favorite recipe. List the ingredients and the steps to follow. Write an explanation of a project prepared for another class.	Write for a variety of purposes with a minimum of spelling and grammatical errors.

OBJECTIVE	ACTIVITY	ASSESSMENT
Compose descriptions and narrations.	Describe in detail the physical features of a classmate. Describe the city or region in which you would like to live. Narrate the details of dinnertime at home. Select a famous person and write a report about that person's life.	Write with a minimum of spelling and grammatical errors.
Write persuasively.	Write a skit convincing the school administration of the advantages of a longer recess. Choose an historical figure and write a report convincing classmates why this person was valued by society.	Write persuasively by providing logical reasons to support a position.

OBJECTIVE	ACTIVITY	ASSESSMENT
Write creatively.	Write about what you would do as the mayor of Chicago. Write about a unique dream.	Contribute to a class magazine for creative writing.
Analyze vocabulary according to the rules of lexicon.	Divide words into syllables and classify them by the number of syllables. Give samples of different words according to the number of syllables. Place words in a proper list based on the number of syllables. Listen to a word and identify the syllable where the stress is placed.	Analyze words based upon syllabication.

GOAL 3: The student will comprehend and interpret textbooks and literature.

OBJECTIVE	ACTIVITY	ASSESSMENT
Summarize a story, identify the main idea and the main and secondary characters.	Read selected literary texts associated with cultures of the world. Participate in class discussions of the plot and the development of major and minor characters. List the main and secondary characters of a story.	Paraphrase the story and explain the relationship between the characters.
Identify narrative and descriptive elements in a text.	Read several selected texts to distinguish between descriptive and narrative passages; label each passage. Write a description of a photograph. Compose a narration from a favorite personal anecdote.	Locate examples of narration and description in selected texts.

OBJECTIVE	ACTIVITY	ASSESSMENT
Interpret poems.	Read selected poetry. Work with a partner to ascertain the poet's purpose and to explain how the poet used poetic language to develop the poem.	Summarize the poem.
Identify cause and effect relationships.	List the causes and circle the effects in a given paragraph or a literary text. Write the effects for a list of probable causes. Predict the effect of a cause.	Distinguish between cause and effect in selected readings.
Compare and contrast stories.	Read two folk stories from two different countries. Explain the similarities between the two fables. List the differences between the main characters in the two folk stories.	Select two folk stories and write a comparison of the two.
Interpret legends.	Select a folk legend from a selected region or country.	Compare two legends.

OBJECTIVE	ACTIVITY	ASSESSMENT
	Discuss the role that legends have played in the explanation of historical and human events. Differentiate in writing the elements of fantasy and reality in a particular legend.	
Comprehend literary selections.	Read an excerpt from a classical novel. Discuss the plot, conflict, main and secondary characters of a classical novel.	Write an essay describing the importance of the classical selection.

GOAL 1: The student will speak the second language formally and informally at grade-level expectations.

OBJECTIVE	ACTIVITY	ASSESSMENT
Use the second language in class discussions and in oral presentations.	Describe the scenery of a particular landscape.	Speak the second language with a minimum of grammatical errors.
	Describe a person's character.	
	Recite a poem to the class. Explain the poet's purpose for writing a poem. Describe the poet.	
	Narrate imaginative adventures in the first person.	
Develop an orderly presentation of ideas with appropriate introduction, elaboration, and conclusion.	Present an oral report on a career.	Present ideas orally in a logical manner.
	Talk on a specific subject for three minutes.	
	Present social studies research on a famous artist, athlete, writer, or philosopher from a country where the second language is spoken.	

OBJECTIVE	ACTIVITY	ASSESSMENT
Defend a position, speaking in the second language.	Give a talk on behalf of a cause. Prepare a debate on a topic of concern to classmates.	Support an argument with sufficient evidence.

GOAL 2: **The student will write formally and informally with a minimum of errors in spelling and grammar.**

OBJECTIVE	ACTIVITY	ASSESSMENT
Write to communicate in a formal and informal manner.	Compose an invitation to a graduation ceremony and party. Write a letter about the graduation and future plans to a former classmate. Paraphrase a newspaper story. Write a synthesis of a completed science or social studies project.	Write for a variety of purposes with a minimum of spelling and grammatical errors.
Compose descriptions and narrations.	Write about the most interesting news event of the month. Describe a favorite actor or actress. Narrate the most important event in the life of a famous person.	Write for a variety of purposes with a minimum of spelling and grammatical errors.

OBJECTIVE	ACTIVITY	ASSESSMENT
Write persuasively.	Pretend to be a student seeking employment at a summer camp. Write a persuasive letter to the camp director.	Provide reasons and details to support the position.
	Defend a position in a controversial news event.	
	Present a solution for a school-related problem, such as tardiness or chewing gum in class.	
Write creatively.	Create an adventure written in the first person.	Share written work with a classmate.
	Write a poem about impressions and memories of school.	
Analyze vocabulary according to rules of lexicon.	Label nouns according to category, gender, and number.	Apply knowledge of parts of speech to written expression.
	List and classify articles, adjectives, and pronouns.	
	Identify verbs by function, voice, mood, and agreement.	
	Define such nonvariable parts of speech as adverbs, prepositions, conjunctions, and interjections.	

GOAL 3: The student will comprehend and interpret textbooks and literature.

OBJECTIVE	ACTIVITY	ASSESSMENT
Interpret idioms and proverbs.	Read and paraphrase idioms. Select indigenous expressions and explain their meanings. Prepare a list of idioms from regions or countries where the language is spoken. Discuss and explain the meanings in standard language. Compare idioms in Spanish with idioms in English. State the meaning of proverbs. Compare proverbs in Spanish with proverbs in English. Compile a list of proverbs from the countries where the languages are spoken and describe situations in which they are used.	Use idioms and proverbs appropriately.

OBJECTIVE	ACTIVITY	ASSESSMENT
Distinguish between literal and figurative language.	Identify similes and metaphors in a literary selection and describe the comparisons being made. Create similes and metaphors to describe people and animals.	Identify and describe the use of literal and figurative language in selected readings.
Comprehend literary selections.	Listen to a short story and answer questions about it. Summarize the plot. Design a timeline of the life of a main character from a short story or novel. Read selected samples of classical texts in world literature representing different genres. Study the life of the author of each text. Attend plays, view films, or listen to music associated with the literary selections.	Compare and contrast plot, character, and theme of selected literary texts.

CULTURE

The development of cultural awareness and sensitivity toward people of differing linguistic, ethnic, and cultural heritages is paramount to the education of today's children who live and will work in a multicultural, international society. In the dual language immersion program, all students from preschool through eighth grade are provided with an education in the cultures of the Americas and the cultures of the world, from ancient times to the present. This instruction will broaden the students' knowledge of their own heritage, foster an indepth understanding of and appreciation for the cultures of others, and help them understand how cultural differences are related to universal human needs.

The cultural component of the dual language immersion program is offered in Spanish and in English and is organized by grade level. This allows students of varying levels of language proficiency to interact with one another, to receive instruction in both languages, and to share in the richness of their backgrounds as they explore the cultures of the world. To facilitate the location of resources, an annotated bibliography of student texts and teacher reference materials is included in the appendix.

In the primary grades, the students learn about family life in countries around the world. In the intermediate and upper grades, the students study world geography and history and examine the lifestyles of people of various cultures, using both languages as media of instruction. Students of all grade levels participate in cultural arts activities.

GOALS AND OBJECTIVES

GOAL 4: The student will develop cross-cultural competency in order to participate effectively in a pluralistic and interdependent world.

GRADES	OBJECTIVES
PRESCHOOL/KINDERGARTEN	Identify the commonalities of families of differing heritages.
	Participate in cultural arts activities, using both languages.
FIRST - THIRD	Identify how families of differing heritages meet common needs through daily activities.
	Participate in cultural arts activities, using both languages.
FOURTH - FIFTH	Examine the lifestyles of people with ethnic, racial, and linguistic differences to learn how their basic needs are met.
	Participate in cultural arts activities, using both languages.
	Recognize important geographical areas of selected countries.

SIXTH - EIGHTH	Examine the lifestyles of people with ethnic, racial, and linguistic differences to learn how their basic needs are met. Participate in cultural arts activities, using both languages. Recognize important historical persons and events of selected countries.

GOAL 4: The student will develop cross-cultural competency in order to participate effectively in a pluralistic and interdependent world.

OBJECTIVE	ACTIVITY	ASSESSMENT
Identify the commonalities of families of differing heritages.	Listen to the teacher explain the functions of various facial features. Look at pictures from Peter Spiers' book, *People*, which show the facial features of people from the global community. Discuss the similarities and differences of the physical characteristics of the students in the class. Select a facial feature and contribute to a class pictograph showing the frequency of the variations of that feature. Play the "alike or different" command game. Follow the teacher's instructions of "If you have (hazel eyes) like me, (clap your hands)." Respond by following the command. Repeat the command, changing the facial feature and the physical response. Continue the game by making up own commands.	Identify various facial features and tell how they are alike yet different.

OBJECTIVE	ACTIVITY	ASSESSMENT
Participate in cultural arts activities, using both languages.	Look at examples of paintings of children by famous artists from different countries. Compare own face to the faces of children in the paintings. Discuss their similarities and differences. Use magazine pictures showing children with different physical characteristics who are doing the same thing, such as singing or dancing, to make a collage of a favorite activity.	Make statements telling how and why the faces are alike yet different.

GOAL 4: The student will develop cross-cultural competency in order to participate effectively in a pluralistic and interdependent world.

OBJECTIVE	ACTIVITY	ASSESSMENT
Identify how families of differing heritages meet common needs through daily activities.	Observe pictures depicting the daily activities of family groups from around the world. Discuss the ways in which families are alike, such as the need for love, food, shelter, and clothing, and the different ways these needs are met. (Examples of families engaged in various activities may include of Chinese circus family practicing acrobatics, a Vietnamese farm family working the rice fields, a North American family having a barbecue, a Native American family listening to an elder tell a story.) Compare these activities with the daily activities of own family. Identify the needs being met in each picture.	Tell several ways in which families are similar or different.
Participate in cultural arts activities, using both languages.	Observe examples of folk art from various countries and discuss how each object reflects daily activities of families from that country. (Examples may include a Native American storyteller doll,	Make a drawing of an art object that reflects the daily activities of a family.

OBJECTIVE	ACTIVITY	ASSESSMENT
	a Vietnamese embroidery depicting a rural scene, or Chinese hand-carved chopsticks.) Arrange the items in an attractive composition. Make a still life drawing of the arrangement.	Give an oral report relating how the activities are similar to or different from own family activities.

GOAL 4: The student will develop cross-cultural competency in order to participate effectively in a pluralistic and interdependent world.

OBJECTIVE	ACTIVITY	ASSESSMENT
Identify how families of differing heritages meet common needs through daily activities.	Work in groups to build a model of a home, using bags of materials provided by the teacher. (The bags may include such materials as leaves, sticks, straw, modeling clay, stones, and commercially prepared building toys.) Share the creations and discuss different ways that shelter can be provided. Speculate on the kinds of environment in which the group home would be suitable. Look at homes in books such as *A Place to Stay* by Fran Jupo or *People* by Peter Spier. Participate on a field trip to see examples of different kinds of architecture found in Chicago in such places as the Ukrainian Village, Chinatown, the Nature Center, and the Field Museum.	Describe the characteristics of the model home built by the group and make up a story about the imaginary family that lives inside the home.

OBJECTIVE	ACTIVITY	ASSESSMENT
Participate in cultural arts activities, using the second language.	Discuss how the availability of resources affects the way families meet their housing needs. Correlate the discussion of available resources to the construction of musical instruments used around the world. Listen to representative recordings of music from different cultures. View pictures of instruments used to make music of different cultures, such as *puilis* from Hawaii, rain sticks from Brazil, the gong from China, and the talking drum from West Africa. Make musical instruments and use them to accompany typical songs.	Identify a favorite musical instrument from another culture. Describe the materials used to make it and identify the country from which it comes.

GOAL 4: The student will develop cross-cultural competency in order to participate effectively in a pluralistic and interdependent world.

OBJECTIVE	ACTIVITY	ASSESSMENT
Identify how families of differing heritages meet common needs through daily activities.	Participate in a discussion about daily life experiences with a parent, classmate, or school employee who has lived in a foreign city. Contribute books, magazines, postcards, travel brochures, and souvenirs to a classroom learning center. (Examples include such books as *World Cities Series*, Raintree Publishers, Milwaukee, Wisconsin; *Families Around the World*, The Bookwright Press, New York; *Book of Cities*, Piero Ventura.) Use the resources of the center to learn about such aspects of city life as going to school and work, going to the grocery store, and partaking in family activities and holiday celebrations. Pretend to be a student in a student exchange program visiting cities in three different countries and spending a day in school in each city. Keep a journal describing each school day.	Contribute to a chart which compares aspects of life in Chicago with life in other large cities in the countries studied.

OBJECTIVE	ACTIVITY	ASSESSMENT
Participate in cultural arts activities, using both languages.	Refer to postcards, travel brochures, books, or magazines to compare the architectural features and monuments of Chicago with those of other large cities around the world. Discuss age, style, and significance of the architecture. Make a diorama of a city studied and include a distinguishing architectural feature.	Match the names of cities with monuments and architectural styles typically associated with each city.

GOAL 4: The student will develop cross-cultural competency in order to participate effectively in a pluralistic and interdependent world.

OBJECTIVE	ACTIVITY	ASSESSMENT
Examine the lifestyles of people with ethnic, racial, and linguistic differences to learn how their basic needs are met.	Relate information about own first name to classmates; for example, named by, named for, meaning of name. Look at books listing the names of babies. Invite visitors from a variety of cultural and ethnic backgrounds to share their perspectives on the baby-naming process. Read a variety of stories, such as Alex Haley's *Roots;* and Elizabeth Willis De Huff's *Blue Wings Flying*, about how people in other parts of the world name their babies.	Prepare a written report on a given name, relating its meaning, variations, language, and country of origin.

OBJECTIVE	ACTIVITY	ASSESSMENT
Participate in cultural arts activities, using both languages.	Relate the celebration of birthdays to the ways a major holiday is celebrated around the world. For example, the New Year as celebrated by Jewish, Chinese, Muslim, and Japanese families. Include the significance of the New Year, time of year it is celebrated, the calendar year, foods, clothing, and other customs typically associated with the celebration.	Participate in a classroom festival of the New Year as celebrated in another part of the world.
Recognize important geographical areas of selected countries.	Locate on a map the countries where the second language is spoken. Learn the name of the capital of each country and locate each on the map. Play a matching game to pair countries and capitals.	Identify a country or city based upon such clues as the capital and bordering countries.

GOAL 4: The student will develop cross-cultural competency in order to participate effectively in a pluralistic and interdependent world.

OBJECTIVE	ACTIVITY	ASSESSMENT
Examine the lifestyles of people with ethnic, racial and linguistic differences to learn how their basic needs are met.	Discuss how the basic necessities of life are affected by culture. Select a country or ethnic group from a list prepared by the teacher which includes countries from each continent. Work in a small group to prepare a presentation focusing on the food and clothing of the group or country chosen and show how these are affected by the geographical location and resources.	Participate in an international fest in the class by wearing national dress or contributing a food item typical of the country chosen.
Participate in cultural arts activities, using both languages.	View a display of clothing and other handcrafted goods that exhibit distinctive characteristics of cultural and ethnic groups: *mola* from Panama; quilt from North America; Hmong embroidery of Laos; Mayan *huipil* from Mexico; Adinkra cloth from Africa; embroidered tablecloths from the Ukraine.	Contribute to a class wall hanging.

OBJECTIVE	ACTIVITY	ASSESSMENT
	Invite a member of the community or arrange for an artist-in-residence to demonstrate the creation of one of these art forms to the class and to help supervise the students in tie-dyeing shirts, making an appliqué of a *mola-style* pillow, or printing designs on Adinkra cloth.	
Recognize important geographical features of selected countries.	Use a map to locate significant landforms and major bodies of water in countries where the second language is spoken. Work in small groups to make a relief map of a selected country.	Fill in the names of significant geographical features on a blank map.

GOAL 4: The student will develop cross-cultural competency in order to participate effectively in a pluralistic and interdependent world.

OBJECTIVE	ACTIVITY	ASSESSMENT
Examine the lifestyles of people with ethnic, racial, and linguistic differences to learn how their basic needs are met.	Collect coins and bills of selected countries. Mount them on posterboard and label them by name and country. Convert currencies of selected countries into equivalent values in United States currency. Look at advertisements of familiar goods in newspapers from selected countries. Use a currency conversion table to compare prices of the goods. Compare units of measure used in the United States with units used in other countries. View slides or pictures of a variety of stores around the world. Observe similarities and differences. Participate in a simulated market, buying and selling goods with different currencies.	Summarize the similarities and differences in currencies, units of measure, and types of stores from around the world.

OBJECTIVE	ACTIVITY	ASSESSMENT
Participate in cultural arts activities, using both languages.	Use prints, posters, and art books to create a classroom gallery of paintings of heroes from around the world. Participate in a class seminar on the way these heroes are portrayed and what this implies about people's expectations of heroes.	Point out similarities and differences in the way heroes are portrayed.
Recognize important historical persons and events of selected countries.	Assemble a collection of stamps, coins, and bills from around the world. Make a list of the names of the historical persons depicted. Research and report on the contributions of one of these persons from several perspectives: different racial groups and social classes within the historical person's country; neighboring countries; allies; or enemies.	Play the game "Who am I?", using the accomplishments and contributions of the historical persons studied.

GOAL 4: The student will develop cross-cultural competency in order to participate effectively in a pluralistic and interdependent world.

OBJECTIVE	ACTIVITY	ASSESSMENT
Examine the lifestyles of people with ethnic, racial, and linguistic differences to learn how their basic needs are met.	Create a bulletin board display of words or symbols used around the world to represent a given number. Include Romance, Germanic, Native American, African, Asian, and Middle Eastern languages, ancient as well as modern. Look for similarities among words which use the same alphabet. Compare the visual elements of symbol representations. Use books about the development of languages, such as *La leyenda de las palabras* by Juan Cervera and *The ABC's of Language and Linguistics* by Curtis W. Hayes et. al., to research similarities and differences among languages. Discuss how communication is possible between or among people who do not share a common language or are visually or hearing impaired. Experiment with gestures, body language, and sign language to relay a message.	Demonstrate several nonverbal ways that can be used to indicate a basic need such as food or water.

OBJECTIVE	ACTIVITY	ASSESSMENT
Participate in cultural arts activities, using both languages.	Link the use of gestures, body language, and sign language for communication to dance as a means of communication through artistic expression. Include a variety of dances, such as classical ballet, African and Afro-Cuban dances, Polynesian storytelling dances, and classical dances of India. Focus on the elements of the dance forms which communicate messages. Learn simple movements to a dance; then work with a small group to create a dance that tells a story through movement.	Watch a group of classmates perform an original dance. Write a brief explanation of the meaning of the dance. Compare the interpretation with the dance group's intended message.
Recognize important historical persons and events of selected countries.	Compile a list of English words that come from the Spanish language. Identify places in the United States whose names are derived from Spanish. Work in groups to research the influence that people from countries where Spanish is spoken have had on the exploration and settlement of the United States. Make a dot map of the United States to indicate areas that have large Hispanic populations.	Identify the Hispanic influence on culture in the United States.

GOAL 4: The student will develop cross-cultural competency in order to participate effectively in a pluralistic and interdependent world.

OBJECTIVE	ACTIVITY	ASSESSMENT
Examine the lifestyles of people with ethnic, racial, and linguistic differences to learn how their basic needs are met.	Listen to several stories about how people from around the world practice their religious beliefs. Share with classmates the personal religious beliefs and activities associated with your religion. Use a book, such as *Our Religion and Our Neighbor's* by Milton D. Miller which describes world religions from the perspective of Judaism, as the basis of a discussion on the similarities and differences among world religions. Invite scholars and clergymen representative of a variety of religions, such as Buddhism, Christianity, Hinduism, Islamism, and Judaism, to be part of a panel discussion on religion around the world. Look for common beliefs and practices and discuss the reasons why human beings have religious beliefs.	Write an essay comparing the religions of the world.

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OBJECTIVE	ACTIVITY	ASSESSMENT
Participate in cultural arts activities, using both languages.	Read a selection of legends or myths relating to a universal theme; for example, stories of the creation of the universe as told by Africans, Europeans, Mayan, and Native Americans. Discuss how each story reflects the beliefs and values of the cultural group. Work with a group to select and depict a story of the creation of the world to form part of a class mural focusing on the common elements found in such stories.	Serve as tour guides to explain the mural to visitors and younger students.
Recognize important historical persons and events of selected countries.	Compare an early government with the present-day government in selected countries. Relate how the beliefs and values of the people and culture are reflected in the type of government they have chosen. Read newspaper articles to find out the accomplishments of prominent, contemporary figures in selected countries or ethnic groups. Contribute articles to a class bulletin board. Dramatize an imaginary meeting of several contemporary leaders to discuss their views on issues of global significance.	Prepare a biographical sketch of a contemporary leader from another country.

APPENDIX

DUAL LANGUAGE IMMERSION PROGRAM MODELS*

Model A

This model allows for the implementation of limited Dual Language Immersion Programs in schools currently staffed and organized for transitional or maintenance bilingual models. Spanish as a Second Language and English as a Second Language are provided for all students at levels appropriate to their proficiency.

Bilingual and nonbilingual classroom teachers use grouping and team teaching to provide additional dual language experiences. Students are further encouraged in their second language acquisition through participation in high-interest extracurricular activities offered in both languages. These activities include oratory, chorus, drama, and dance.

Cultural arts and multicultural music are offered to students from kindergarten through eighth grade. At the intermediate and upper grade levels, International Studies is also offered. These classes provide hands-on experiences in the cultural study of four countries each year.

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*Further information regarding bilingual programs is available in the *Implementation Handbook for Bilingual Education Programs in the Elementary Schools* (Chicago, the Board, 1988).

Model A-1

For limited-English-proficient students

	Spanish Only	English Only	Dual Language
Primary	Spanish Language Arts Math Social Studies Science Physical Education	English as a Second Language Library	Multicultural Music Cultural Arts Oratory
Intermediate	Spanish Language Arts Math Social Studies Science	English Language Arts or English as a Second Language Library Physical Education	Multicultural Music Cultural Arts Oratory Drama Computer Education International Studies
Upper	Spanish Language Arts Social Studies	English Language Arts or English as a Second Language Library Physical Education Math Science	Multicultural Music Cultural Arts Oratory Drama Computer Education International Studies

Model A-2

For limited-Spanish-proficient students and monolingual English-speaking students

	Spanish Only	English Only	Dual Language
Primary	Spanish as a Second Language	English Language Arts Library Math Social Studies Science Physical Education	Multicultural Music Cultural Arts Oratory
Intermediate	Spanish as a Second Language	English Language Arts Library Math Social Studies Science Physical Education	International Studies Oratory Drama Cultural Arts Multicultural Music Dance Computer Education
Upper	Spanish as a Second Language	English Language Arts Library Math Social Studies Science Physical Education	International Studies Oratory Drama Cultural Arts Multicultural Music Dance Computer Education

Model B

All students receive content-area instruction in the second language. Students also receive language arts instruction in their home language. From kindergarten through second grade, students receive second language instruction as beginners. This instruction is reinforced and supplemented by content-area instruction in the second language.

Beginning in the third grade, students start reading and writing in the second language. From third grade through fifth grade, students receive second language instruction at the intermediate level.

By the sixth grade, students are receiving instruction in the second language at either the intermediate or advanced level.

For students entering the program in the intermediate or upper grades, age-appropriate, entry-level textbooks, workbooks, audiocassettes, and computer software are used to facilitate their entry into the second language program.

At the intermediate and upper grade levels, entry-level monolingual students receive content-area instruction in their home language.

Model B

	Spanish Only	English Only	Dual Language
Primary	Spanish Language Arts Spanish as a Second Language	English Language Arts English as a Second Language Library Physical Education	Math Social Studies Science Art Computer Education
Intermediate	Spanish Language Arts Spanish as a Second Language	English Language Arts English as a Second Language Computer Education Library Physical Education	Math Social Studies Science Art
Upper	Spanish Language Arts Spanish as a Second Language	English Language Arts English as a Second Language Computer Education Math Library Physical Education	Social Studies Science Art

Model C

In this model, content-area instruction in Spanish and English is offered to all students. For students at the beginner level, content-area instruction is sheltered and supported with contextual clues, dual language explanations, and second language methodology. In preschool through second grade, students receive language instruction as beginners or intermediates in English and in Spanish.

Students in third through fifth grades are grouped for reading and language arts in each language as beginners, intermediates, or advanced.

By sixth grade, most students have progressed to the intermediate or advanced levels. New students are encouraged to enroll if they are proficient in one of the languages and are reading at or above grade level in that language. Provision for beginning students in either of the two languages is made through a program of independent study. Under the supervision of the language coordinator, beginning students learn the second language through the use of the audio-card reader, computer-assisted instruction, texts accompanied by language tapes, and peer tutoring.

All students are provided instruction on the cultures and customs of the Americas from ancient times to the present.

Model C

	Spanish Only	English Only	Dual Language
Primary	Spanish Language Arts Spanish as a Second Language Cultural Arts Physical Education	English Language Arts English as a Second Language Library	Math Social Studies Science
Intermediate	Spanish Language Arts Spanish as a Second Language Cultural Arts Physical Education Science	English Language Arts English as a Second Language Computer Library	Math Social Studies Science
Upper	Spanish Language Arts Spanish as a Second Language Cultural Education Physical Education	English Language Arts English as a Second Language Library Computer Social Studies (7-8)	Math Social Studies Science

Dual language subjects are taught in Spanish on Mondays, Wednesdays, and Fridays and in English on Tuesdays and Thursdays.

DEVELOPMENTAL LEVELS

(Placement based on teacher assessment and standardized test results in both languages.)

BEGINNER	INTERMEDIATE	ADVANCED
Students who communicate in their first language and demonstrate a desire to learn to communicate in the second language. Students who comprehend basic instructions, common expressions, and short sentences using familiar vocabulary. Students who respond with isolated words, memorized phrases, and short sentences. Students who follow sheltered instruction in the content area.	Students who understand the second language when used in familiar and school-related activities. Students who comprehend oral and written materials in the second language based on known concepts and using familiar vocabulary and syntax. Students who initiate conversations and respond to questions and situations using words, phrases, and short sentences in the second language. Students who communicate in writing based on their experiences in the second language. Students who follow content-area instruction in the second language.	Students who speak the second language making occasional errors in grammar, word order, and vocabulary usage but can be understood in familiar social and academic setting. Students who read textbooks and literature written in the second language. Students who communicate in writing, using appropriate spelling, grammar, and punctuation. Students who participate in content-area instruction in the second language.

PROGRAM GOALS

Students enrolled in the following Dual Language Immersion Programs will

BEGINNER	INTERMEDIATE	ADVANCED
Show a desire to learn the second language.	Communicate spontaneously and willingly in the second language when discussing familiar topics.	Communicate in the second language formally and informally with peers and adults, making occasional errors in grammar, word order, and vocabulary usage.
Demonstrate an understanding of the second language by responding physically or verbally to questions and situations.	Comprehend oral and written material based on known concepts, using familiar vocabulary and syntax.	Write formally and informally with few errors in spelling and grammar.
Read and write words and sentences which are within the students' receptive vocabulary.	Write short selections, using familiar vocabulary and sentence structures.	Comprehend and interpret textbooks and literature.

Develop cross-cultural competencies in order to participate effectively in a pluralistic and interdependent world.

GLOSSARY

cloze test - a test in which the student replaces systematic deletions in a passage to determine overall language proficiency.

cumulative receptive vocabulary - passive vocabulary reinforced and expanded from lesson to lesson to become part of the students' active and productive vocabulary.

English as a Second Language (ESL) - the teaching of English to nonnative speakers of English.

English Language Arts - the teaching of communication skills and literature of the English language.

immersion - the teaching of curricula, such as fine arts, geography, and science, using the second language as the means rather than the goal of instruction.

Lenguathon - a competitive event in which students demonstrate language proficiency.

lotto - a variation of the game of bingo in which pictures and words are used as clues to match with the items called.

productive vocabulary - receptive/passive vocabulary that has become part of the students' active vocabulary and is used in oral and written communication.

receptive vocabulary - vocabulary recognized and understood by students. It is presented in a meaningful context and students demonstrate their understanding through physical and/or verbal responses.

sheltered instruction - content-area instruction in which the language of instruction and the methodology are adapted to the students' level of proficiency in a class in which native and nonnative speakers of a language are enrolled.

Spanish as a Second Language (SSL) - the teaching of Spanish to nonnative speakers of Spanish.

Spanish Language Arts - the teaching of communication skills and literature of the Spanish language.

total physical response (TPR) - an instructional technique in which students respond physically to requests, directions, and commands given in the second language.

whole language - an integrated approach to the teaching of language arts in which whole segments of language and literature are studied in context rather than in isolation as discrete items.

CHICAGO PUBLIC SCHOOLS

REPORT AND RECOMMENDATION(S) FOR THE ELEMENTARY SCHOOL FOREIGN LANGUAGE PROGRAM

Student Name_____ Student Number_____

Sending School_____ Receiving School_____
Elementary High School

Language Studied_____

GUIDELINES FOR COMPLETION AND TRANSMITTAL OF FORM

The form should be completed by the foreign language teacher for each graduating elementary school student who has completed a formal program of instruction in a foreign language. It should also be completed for the student who has taken a foreign language as well as for the student who has taken a foreign language proficiency test provided by the Department of Language and Cultural Education.

The student should then be programmed, upon the recommendation of the certificated foreign language teacher at the elementary school and the approval of the principal of the sending elementary school, into the second year (or the next appropriate year) of the foreign language.

Elementary school students who have taken and passed the Proficiency Test for Foreign Language Credit are eligible for one unit of credit toward high school graduation upon successful completion of a second year of the same language.

Award of credit should be recorded on the Official Record and Transcript (Form HI-116R) under the section Optional Exams Passed. This form should be placed in the Envelope for Student's Records (Form HI-115A).

The sending elementary school should contact the receiving high school to arrange for a date to transmit this form to the high school counselor, the programmer, and the foreign language department chairperson.

Placement of a graduating elementary school student who has participated in an informal or newly organized foreign language program for less than one year should be discussed by the elementary school foreign language teacher and the high school foreign language department chairperson.

RECOMMENDATION(S)

Complete as necessary

. It is recommended that this student be placed in the _____year of the_____program.
1st, 2d ,3d, or 4th (language)

. The student has taken the_____proficiency
(language)

test for high school credit and has received a
_____score of_____
(passing or failing) (percentage)

. The student qualifies for one unit of credit toward high school graduation upon successful completion of the second year of study in the same language.

Completed by:_____ _____
Teacher's Signature Date

Approved by: _____ _____
Principal's Signature Date

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CHICAGO PUBLIC SCHOOLS

REPORT AND RECOMMENDATION(S) FOR THE ELEMENTARY SCHOOL FOREIGN LANGUAGE PROGRAM

Student Name _____ Language Studied _____

RECORD OF PARTICIPATION IN PROGRAM

School Year	School Grade	Periods Per Week	Minutes Per Week	Title of Textbook or Materials Used (Number of Lessons Completed)	Teacher Comments
	K			( )	
	1			( )	
	2			( )	
	3			( )	
	4			( )	
	5			( )	
	6			( )	
	7			( )	
	8			( )	

GRADE 8 RECORD OF ACHIEVEMENT IN PROGRAM

Instructional Program Components	Mark*	Teacher Comments
Listening Skills		
Speaking Skills: Fluency, Intonation, and Use of Structure		
Reading Skills: Comprehension, Word Knowledge, and Translation		
Writing Skills: Vocabulary, Grammar, and Use of Structure		
Final Mark**		
Teacher Comments		
Work Habits		
Social Habits		

*Marking Code: A-Excellent, B-Good, C-Satisfactory, D-Needs Improvement, F-Unsatisfactory

**Final Mark: Average of the marks recorded in each category.

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RESOURCE DIRECTORY

Advocates for Language Learning (ALL)
P.O.Box 4964
Culver City, CA 90231
(213) 398-4103

American Council on the Teaching of Foreign Languages (ACTFL)
Materials Center
6 Executive Plaza
Yonkers, NY 10701-6801

Basics Plus - The Spanish Big Book Company
97 Cresta Verde Drive
Rolling Hills Estates, CA 90274
(213) 325-7100
(213) 534-0312 (FAX)

Bilingual Education Services, Inc.
Academic Learning Systems
454 West Rand Road
Mount Prospect, IL 60056
(708) 577-6601

Chicago Teachers' Center
3901 North Ridgeway
Chicago, IL 60618
(312) 478-2506

Claudia's Caravan of Multicultural Multilingual Materials
P.O.Box 1582
Alameda, CA 94591
(415) 521-7821

Continental Book Company
8000 Cooper Avenue, Bldg. 29
Glendale, NY 11385
(817) 326-0560

D.C.Heath and Company
1100 Woodfield Road
Schaumburg, IL 60173
(708) 706-7100
(708) 490-7100(for computer software)

Education for Global Involvement, Inc.
321 North Clark Street
Suite 550
Chicago, IL 60610
(312) 321-3903

EMC Corporation
300 York Avenue
St. Paul, MN 55101
(800) 328-1452

Film Library
Church World Service
P.O.Box 968
28606 Phillips Street
Elkhart, IN 46515

Foreign Language and
American Material for
Education (FLAME)
1476 Pleasantville Road
Briar Cliff Manor, NY
10510
(800) 5FLAMECO
(312) 728-8721

Hampton-Brown Books for
Bilingual Education
P.O.Box 223220
Carmel, CA 93922
(800) 333-3510

Human Relations Material
for the School
Anti-Defamation League of
B'nai B'rith
823 United Nations Plaza
New York, NY 10017
(212) 490-2525

Illinois Resource Center
1855 Mount Prospect Road
Des Plaines, IL 60018
(708) 803-3112

International Book Center
2007 Laurel Drive
P.O.Box 295
Troy, MI 48098
(313) 879-8436

International Film Bureau
332 South Michigan Avenue
Chicago, IL 60604
(312) 427-4545

International Language Camps
Concordia College
Moorhead, MN 56560
(800) 222-4750

Lectorium Publications, Inc.
137 West 14th Street
New York, NY 10011

Magnetic Way
A Division of Creative Edge, Inc.
2495 North Forest Road
Amherst, New York 10020
(800) 626-5052

Mariuccia Iaconi Book Imports
1110 Mariposa
San Francisco, CA 94107

Martinez Gonzales
Materials - DDL Books
The Source for Spanish
Books
700 Grasslake Road
Fox Lake, IL 60020
(708) 587-9675

Midwest Bilingual
Education Multifunctional
Resource Center
2360 East Devon Avenue
Suite 301
Des Plaines, IL 60018
(708) 296-6070

Midwest European
Publications, Inc.
915 Foster Street
Evanston, IL 60201
(708) 866-6262

Montgomery County Public
Schools
850 Hungerford Road
Rockville, MD 20850
Video - "What It Means to
be an Immersion Teacher"

National Textbook Company
4255 West Touhy Avenue
Lincolnwood, IL 60646
(800) 323-4900
(708) 679-5500

Rigby Books
P.O.Box 797
Crystal Lake, IL 60014

Santillana Publishing Co.,Inc.
6 Industrial Parkway
Northvale, NJ 07647-2293
(800) 526-0107

Society for Visual Education Inc.
(SVE)
1345 West Diversey Parkway
Chicago, IL 60614
(312) 525-1500

Tres Américas Books, Inc.
3532 West Irving Park Road
Chicago, IL 60618
(312) 509-9090

World Music Press
11 Myrtle Avenue
P.O.Box 2565
Danbury, CT 06813
(203) 748-1131

World Eagle, Inc.
64 Washburn Avenue
Wellesley, MA 02181

Yuquiyu Bookstore
2546 West Division Street
Chicago, IL 60622
(312) 486-1882

ANNOTATED BIBLIOGRAPHY OF RECOMMENDED STUDENT TEXTS

Kindergarten

Brenner, Barbara. Caras: Version en español por Alma Flor Ada. New York: E.P. Dutton, 1970.
A read-aloud book pointing out the kinship of all people.

McConnell, Nancy P. Different and Alike. Colorado Springs, Colorado: Current Inc., 1988.
Excellent descriptions of a variety of handicaps which help the students to understand those who are different from them. Appropriate for students in kindergarten and grade 1.

Simon, Norma. All Kinds of Families. Chicago: Albert Whitman and Co., 1976.
A book showing the many patterns of family life. Appropriate for kindergarten and grade 1.

Spier, Peter, People. Garden City, New Jersey: Doubleday Publishing Co., 1979.
A picture book of people representative of the world's cultures. Appropriate for students in kindergarten through grade 3.

Grade 1

Jacobsen, Peter Otto. A Family in China. New York: The Bookwright Press, 1985.
One of a series about families from countries around the world; other countries in the series are Australia, France, Iceland, India, Japan, Mexico, Thailand, U.S.S.R., West Africa, and countries of the Middle East.

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Grade 2

Georges, D.V. Asia. Chicago: Children's Press, 1986.
Part of a series on countries around the world.

Vaughan, Jerry. Castles. New York: Franklin Watts, 1984.
A book describing the construction of and life in a castle.

Yue, David and Charlotte. The Tipi. New York: Alfred A. Knopf, 1984.
A book describing the people who lived in tipis, the structure of the tipi, and tipi campsites.

Grade 3

Beisner, Monica. El libro de las adivinanzas. Barcelona, Spain: Lumen., 1984.
An illustrated collection of children's riddles about nature and other topics.

Bravo-Villasante, Carmen. El libro de las adivinanzas. Valladolid, España: Miñón, 1984.
A collection of riddles.

Davis, James E. Moscow. Milwaukee: Raintree Publishers, 1990.
An up-to-date description of life in Moscow.

Issacson, Philip M. Round Buildings, Square Buildings, and Buildings that Wiggle Like a Fish. New York: Alfred A. Knopf, 1988.
A book providing information and photographs of ancient and modern buildings around the world.

Macaulay, David. Castle. Boston, Mass.: Houghton Mifflin Co., 1977.
Part of a series of books that describe such buildings as castles, pyramids, skyscrapers, and cathedrals. Also available in Spanish from Editorial Timún Mas, S.A., Barcelona, Spain.

Stillman, Myra and Tannenbaum, Beulah. High Rises. New York: MacGraw Hill Book Co.
A book that describes the need for and the construction of high-rise buildings.

Ventura, Piero. Book of Cities. New York: Random House Publishing Co., 1975.
An illustrated text on how people live in other cities around the world.

Grade 4

Arnott, Kathleen. Animal Folk Tales Around the World. New York: Henry Z. Walck, Inc., 1970.
A collection of short, dramatic folk tales from around the world.

Behrens, June. Gung Hay Fat Choy: Happy New Year. Chicago, Ill.: Children's Press, 1982.
A book explaining the significance of the Chinese New Year.

Corwin, Judith Hoffman. Jewish Holiday Fun. New York: Julian Messner, 1987.
A book explaining the legends and traditions of the Jewish people including folklore, foods, and suggested projects for students. Appropriate for grades 4 and 5.

Greene, Carol. Holidays Around the World. Chicago, Ill.: Children's Press, 1982.
A book that describes holiday celebrations around the world and explains why and how holidays are celebrated.

Tibón, Gutierre. Diccionario etimológico comparado de los nombres proprios de personas. Mexico: Diana, 1986.
A dictionary explaining the origin and meaning of given names.

Tibón, Gutierre. Diccionario etimológico comparado de los appelidos españoles, hispanoamericanos y filipinos. Mexico: Diana, 1988.
A dictionary explaining the origin and meaning of surnames in Spain, Latin America, and the Philippines. Appropriate for grades 4 through 8.

Grade 5

Christian, Rebecca. Cooking the Spanish Way. Minneapolis, Minn.: Lerner Publications Company, 1982.
One of a series of cookbooks that feature simple recipes from countries around the world. Countries included are Africa, the Caribbean Islands, China, England, France, Greece, Hungary, India, Israel, Italy, Japan, Mexico, Norway, Poland, Thailand, and Vietnam.

Deyrup, Astrith. Tie-Dyeing and Batik. Garden City, New Jersey: Doubleday and Company, Inc., 1974.
A book providing instruction suitable for children to experiment with tie-dyeing and batik.

Grade 6

Barlow, Genevieve and Stivers, Williams N. Leyendas mexicanas. Lincolnwood, Ill.: National Textbook Co., 1989.
A collection of Mexican legends. Accompanied by comprehension exercises.

Jiménez, Juan Ramón, Platero y yo. Barcelona, Spain: Editorial Lumem, S.A., 1988.
Adventures of the Spanish poet Juan Ramón Jiménez and his donkey, Platero.

Legorburu, José. Español seis. Madrid, Spain: Ediciones S.M. 1984.
A Spanish grammar text that includes the development of the Spanish language.

Martinez-Santiago, Adela and Muckley, Robert L. Leyendas de Puerto Rico. Lincolnwood, Ill.: National Textbook Co., 1989.
A collection of Puerto Rican legends. Accompanied by comprehension exercises.

Nuestra herencia literaria I. Madrid, Spain: Santillana Publishing Company, Inc., 1982.
A basal reader written in Spanish and containing selections from world literature.

Twain, Mark. Las aventuras de Tom Sawyer. Jacksonville, Ill.: Perma-Bound Books.
A Spanish translation of the Adventures of Tom Sawyer.

Grade 7

Barlow, Genevieve. Leyendas latinoamericanas. Lincolnwood, Ill.: National Textbook Co., 1989.
A collection of Latin American legends.

Cervantes, Miguel de. El hidalgo de la Mancha - Aventuras de Don Quijote. New York: Houghton Mifflin Co., 1973.
A simplified version of the most important episodes of Don Quijote. Edited by Daniel Quilter, Indiana University, Bloomington, Indiana.

Cervera, Juan. La leyenda de las palabras. Valladolid, España: Minón, 1983.
Short histories of 132 Spanish words, each written in an amusing and engaging style.

Esterer, Arnulf K. Saying It Without Words: Signs and Symbols. New York: Julian Messner, 1980.
A book giving examples of many signs and symbols used in various parts of the world.

Herrera, Juan Ignacio. Miguel de Cervantes. Madrid, Spain. Susaeta Ediciones, S.A., 1979.
A short biography of Miguel de Cervantes.

Legorburo, José. Español siete. Madrid, Spain: Ediciones S.M., 1984.
A Spanish grammar text.

Nuestra herencia literaria II. Madrid, Spain: Santillana Publishing Company, Inc. 1982.
A basal reader containing selections from world literature in Spanish.

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Saint-Exupéry, Antoine. El Principito. Madrid, Spain. Alianza Editorial, S.A. 1984.
A Spanish translation of the French classic Le Petit Prince.

Grade 8

Adrian, Gustave W. Fondo y forma. New York: Macmillan Publishing Co., 1970.
A basal reader containing a variety of selections in Spanish.

Barlow, Genevieve, and Stivers, William N. Leyendas de España. Lincolnwood, Ill.: National Textbook Co., 1989.
A collection of legends reflecting the history of Spain.

El galano arte de leer I y II. México: Editorial Trillas, S.A. de C.V. 1986.
A basal reader.

Garcia Lorca, Frederico. Bodas de sangre. Madrid: Ediciones Anaya, S.A. 1987.
A drama.

Hiller, Carl E. Caves to Cathedrals: Architecture of the World's Great Religions. Boston, Mass.: Little, Brown and Company, 1974.
A book summarizing the major tenets of each religion and showing how these beliefs influenced the type of building used for worship.

Kennedy, James H. Relatos latinoamericanos: la herencia africana. Lincolnwood, Ill.: National Textbook Co. 1986.
A cultural reader in Spanish.

356 357

Lattimore, Deborah Nourse. Why There is No Arguing in Heaven: A Mayan Myth. New York: Harper and Row, 1989.
A story about Hunab Ku, the first creator god of the Mayans, who challenges the Moon Goddess to create a being to worship him.

Legorburo, José. Español ocho. Madrid, Spain: Ediciones S.M. 1984.
A Spanish grammar text.

Miller, Milton G. and Schwartzman, Sylvan D. Our Religion and Our Neighbor's. New York: Union of American Hebrew Congregations, 1963.
A study of comparative religions of the world written for junior high school students.

Myths and Legends. Jefferson City, Missouri: Scholastic, Inc., 1990.
An anthology of myths and legends for grades 7 and 8.

Quiroga, Horacia. Cuentos. México, D.F., México: Editorial Porruá, S.A. 1987.
A collection of short stories by the Uruguayan author.

Sender, Ramón T. Requiem por un campesino español. St Paul, Minnesota, E.M.C. Corporation, 1972.
A short novel depicting how conflicts between religion and politics affect friendships.

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American Council on the Teaching of Foreign Languages (ACTFL) Provisional Proficiency Guidelines. Hastings-on-Hudson, N.Y.: ACTFL Materials Center, 1982.

Banks, James A. Multiethnic Education: Theory and Practice. Boston, Mass.: Allyn and Bacon, Inc., 1981.

_____. Teaching Strategies for Ethnic Studies. 4th ed. ed. Boston, Mass.: Allyn and Bacon Inc., 1987.

Bravo-Villasante, Carmen. Antología de la literatura infantil española. Madrid: Doncel, 1982.

_____. Historia y antología de la literatura infantil española. 6th ed. Madrid: Doncel, 1982.

_____. Historia y antología de la literatura infantil iberoamericana. 6th ed. Madrid: Doncel, 1982.

Chicago Arts Resources: Growing Up With Art. Chicago: the Board, 1988.

Curriculum Guide for Spanish I. Chicago: the Board, 1988.

Handbook for Written Composition, Kindergarten - Grade 8. Chicago: the Board, 1987.

Implementation Handbook for the Comprehensive Reading Program. Chicago: the Board, 1985.

Implementation Handbook for the Comprehensive Reading Program Including Native Language Instruction for Spanish-Speaking Limited-English-Proficient Students. Chicago: the Board, 1988.

Implementation Handbook for Bilingual Education Programs in the Elementary Schools. Chicago, the Board, 1988.

Curran, Charles A. Counseling-Learning in Second Languages. Apple River, Ill.: Apple River Press, 1976.

Gattegno, Caleb. Teaching Foreign Languages in Schools: The Silent Way. 2d ed. New York: Educational Solutions, Inc. 1972.

Johnson, David W., Johnson, Roger T., and Holubec, Edythe Johnson. Circles of Learning: Cooperation in the Classroom. Edina, Minn.: Interaction Book Company, 1986.

Hayes, Curtis W., Ornstein, Jacob, and Gage, William W. The ABC's of Language and Linguistics. Lincolnwood, Ill.: National Textbook Company, 1988.

Krashen, Stephen D., and Terrell, Tracy D. The Natural Approach: Language Acquisition in the Classroom. Hayward, Calif.: Alemany Press, 1983.

Library of Nations: Mexico. Morristown, N.J.: Silver Burdett and Time-Life, 1985.

Lindholm, Kathryn J. Directory of Bilingual Immersion Programs: Two-Way Bilingual Education for Language Minority and Majority Students. Los Angeles: University of California Center for Language Education and Research, 1987.

Lozanov, Georgi. Suggestology and Outlines of Suggestopedy. New York: Gordon and Breach, Science Publishers, Inc., 1978.

Michigan State Board of Education. Multicultural Education: Suggested Classroom Activities. Lansing, Michigan. 1983.

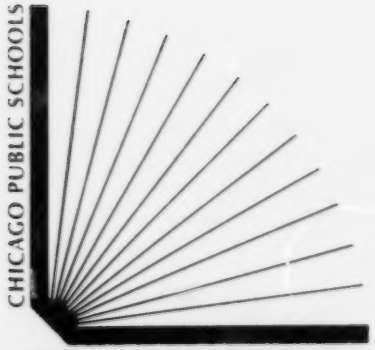
Omaggio, Alice C. Teaching Language in Context: Proficiency-Oriented Instruction. Boston, Mass.: Heinle and Heinle, 1986.

Sadie, Stanley. The New Grove Dictionary of Musical Instruments. New York: Grove's Dictionaries of Music, Inc., 1984.

Saltman, Judith. The Riverside Anthology of Children's Literature. 6th ed. Boston, Mass.: Houghton Mifflin Co., 1985.

Savignon, Sandra J. Communicative Competence Theory and Classroom Practice: Texts and Contexts in Second-Language Learning. Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1983.

Snow, Marguerite Ann. Innovative Second Language Education: Bilingual Immersion Programs. Los Angeles, California: University of California Center for Education and Research, 1986.



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